DOCUMENT RESUME

ED 125 418 HE 007 966

AUTHOR	Medsker, Leland; And Others
TITLE	Extending Opportunities for a College Degree: Practices, Problems, and Potentials.
INSTITUTION	California Univ., Berkeley. Center for Research and Development in Higher Education.
SPONS AGENCY	National Science Foundation, Washington, D.C. RANN Program.
PUB DATE	75
NOTE	397p.
AVAILABLE FROM	Center for Research and Development, University of California, Berkeley, California 94720 ($6.00)
EDRS PRICE	MF-$0.83 HC-$20.75 Plus Postage.
DESCRIPTORS	Adult Education; Adult Students; Curriculum; Directories; *Educational Alternatives; Educational Development; Educational Economics; *Educational Opportunities; Educational Planning; *External Degree Programs; *Higher Education; Organization; Post Secondary Education; Program Descriptions; Scheduling; Student Personnel Services; Student Recruitment; Students; *University Extension

ABSTRACT

The extension of opportunity to people--usually adults--to pursue college degree programs without the time and space restrictions characteristic of programs for students of conventional college age is of major importance in American postsecondary education. A general discussion of the policy issues in this area introduces a variety of such programs presently in operation. Issues involve: approaches to extended degree programs; students; curricula and modes of instruction; recruiting and student services; organization of extended degree programs; staffs and staffing features; economics; planning. Program flexibility and content are important in the eyes of the students. (Author/KE)

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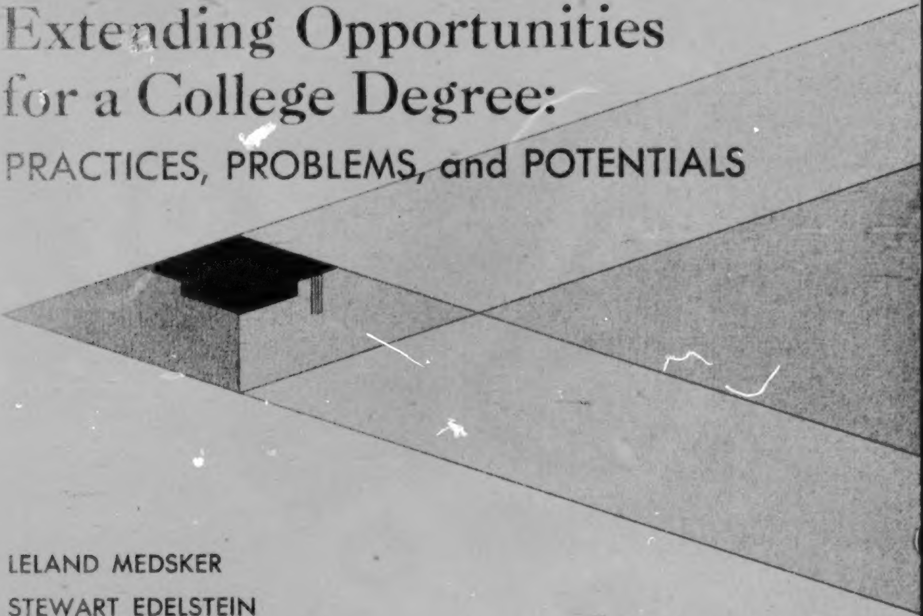
Extending Opportunities for a College Degree:

PRACTICES, PROBLEMS, and POTENTIALS



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Report of a study on New Institutional Forms for Extending Postsecondary Education under a grant from the National Science Foundation (RANN).

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1975

Preface

This publication is concerned with a major movement in American postsecondary education: the extension of opportunity to people--usually adults--to pursue college degree programs without the time and space restrictions characteristic of programs for students of conventional college age. In essence, we are reporting the study of such programs in a variety of institutions and systems throughout the United States. However, to provide an appropriate context for the study and its findings, this area of higher education is discussed generally, as are the broad policy issues that stem from its development.

Much of the literature on programs such as those we studied is primarily descriptive and does not deal with how they actually function and with what consequences. The need for the kind of data that could be analyzed both for the functioning of programs and some of their various effects was recognized by the Commission on Non-Traditional Study (1971) when it reported that "Information about nontraditional study--its present models, its successes and failures, its new experimental efforts--should be more systematically gathered and disseminated than it is now [p.13]."

Because of the generally recognized need for information on how the emerging new forms are functioning, the Center for Research and Development in Higher Education at Berkeley, under a grant from the National Science Foundation's RANN (Research Applied to National Needs) program, in 1973 undertook a study designed to gather data on the consequences of the emerging educational and organizational arrangements which had been initiated for the purpose of extending postsecondary education to a new clientele through programs designed primarily for adults, usually external degree programs.[1]

More specifically, the purpose of the study was to examine the consequences of the various programs in terms of:

- The students served--their characteristics, how they compare with traditional college students, and factors which motivate them to participate.
- The credibility of the programs--how they are perceived by students, faculty, employers, and representatives of other institutions and state agencies, the transferability of credits and degrees awarded, and the accreditation of the program.
- The discernible impact of the program on educational change in the same or other institutions.
- The costs of the program and the problems of financial support.

An early decision was made to utilize a case study approach and to invite a number of appropriate institutions and systems to cooperate. A committee on research methodology was convened at the Center to refine the research strategies and to advise the staff on their most effective utilization.

In choosing the programs to be studied, the research staff, aided by a national advisory committee, was guided by several considerations.

First, it was felt that while no limited sample could be considered representative, it should include degree programs in institutions in both the public and private sectors.

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[1] The report of a companion study, of three programs designed to reduce the time required for a baccalaureate degree, and the results of this study, will appear in a separate report.

Second, it was decided that the programs selected should be reasonably broad in nature and should not include those designed exclusively for a specific occupational group--as, for example, policemen. It was also felt that the sample should reflect a range in approaches to the extended degree: nature of the curriculum, mode of instruction and location, and organizational structure. It was therefore the consensus: that at least one of the institutions should be from among many long-established evening colleges in which students can obtain degrees through conventional evening study; that despite the fact that community colleges in general provide manifold opportunities for adults to work toward associate degrees, only one or two with particularly unusual approaches to the extension of opportunity would be included in the study sample; and that a limited number of the study situations should be of systems or total segments of higher education that had taken systemwide action to establish extended degree opportunities.

A third consideration was that the institutions to be surveyed should be those with programs that had been underway a sufficient length of time to bear review.

Programs identified as promising for case studies were selected from among several lists of institutions that were known to have established extended programs. One such list had been compiled by the National University Extension Association; another was compiled by this staff from information in various issues of *Education Recaps*, published by the Educational Testing Service; and a third drew on an earlier study done at the Center (Ruyle and Geiselman, 1974).

There were naturally numerous programs that were not included in the study only because of time and monetary constraints. Some of these, for example, were the University Without Walls program, which operates through Antioch College on a number of college and university campuses; certain of the media-based programs, such as SUN (Nebraska) and the Oklahoma Regents' TV Talkback program; the many and varied programs of an external nature described in the *Yellow Pages of Undergraduate Innovations* (1974); and the many extended degree programs found in other colleges and universities throughout the United States. Moreover, some of the programs selected for study were in institutions that included programs other than the one we concentrated on, that also provide opportunities for extended degree study.

All institutions invited (listed in Appendix B) responded affirmatively and cooperated wholeheartedly during the course of the study.

A study team of six people with varying backgrounds and skills was assembled to conduct the study. Five of the group remained through the entire period, and the sixth served for nearly a year before he left to assume other responsibilities.

During summer 1973, the team concentrated on the necessary planning and in early fall embarked on the collection of information from and about the case study institutions. Each institution was visited twice during the 1973-74 academic year to review documents and become familiar with the program through interviews with students, administrators, faculty members participating in the program, and staff not involved in it, particularly those in campus decision-making bodies. Where appropriate, other individuals at local or state levels were also interviewed. A questionnaire was administered to students in the majority of the institutions, although in a few instances student data were made available to the staff by the institution itself. In a majority of institutions, a questionnaire was administered to staff members involved in the program, although in certain institutions information from the faculty was gleaned exclusively through interviews or was available from an independent survey made by the institution. (Sample copies of two questionnaires used by the Center are in Appendix C.)

Findings from the study as reported in the following chapters are organized around major policy areas which confront those who are either already responsible for ongoing degree programs of the type we studied or are contemplating establishing them. We assume that several types of readers will be interested in what we have to say: administrators and faculty, especially those who have review and approval responsibilities in institutions that already have or may be considering such programs; state-level officers, including those in state systems of higher education, coordinating bodies, and state budget offices; members of governing boards at various levels; representatives of accrediting bodies; and professional association leaders. Possibly also certain members of legislative bodies may be interested since they are often called upon to make decisions about whether to give financial support to the new forms within existing institutions or to the creation of new types of institutions to serve the new emphasis on learning in society. We realize that the report may also be of interest to prospective students. However, its principal thrust is related to issues which are the concern of policymakers.

We shared with the Commission on Non-Traditional Study a difficulty in defining terms. Because of its impreciseness, we early gave up the term "nontraditional" as it applies to programs, and abandoned the expression "new forms" for extending postsecondary education, not only because we wished to become more specific, but also because not all the programs were "new." And while the term "external degree" would be appropriate for the majority of the programs we studied, the fact that some of the institutions have initiated campus-based programs to meet the needs of an older clientele meant that the word "external" would not apply to all our cases. We finally chose the term "extended degree programs" as a basic descriptor and defined it as: *A degree program with policies and procedures which enhance its convenience and appeal and with content of interest to students who are usually beyond what has been considered the conventional college age.*

As the report indicates, the factors of program flexibility and content are exceedingly important in the eyes of students. We realize that it is an oversimplification to imply that extended degree programs are primarily for adults, but the data support us in

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this view, even though certain programs do indeed attract some younger students.

The Center, and particularly those of us who were privileged to take part in this project, are indebted to many individuals without whose help the study could not have been completed. We are naturally grateful to the National Science Foundation (RANN) for its willingness to fund the project and to Trudi Lucas, our program officer at RANN, for her insightful guidance and encouragement. Next are the many people in our case study institutions, particularly the indispensable liaison representatives, listed in Appendix A, who were designated to work with us and who devoted many hours to expediting our work and reviewing our draft report. Naturally, there are many others in the several colleges and systems who did much to facilitate the study, and while there are too many to name, we wish to recognize them for their assistance. We are especially appreciative of the institutional representatives--some forty in number--who responded to our invitation to attend a conference in Chicago in June 1974 to discuss our tentative findings and their implications for policy.

We are also greatly indebted to a large number of people who served on various advisory committees to the project, many of whom also read and commented on the first draft report of the study: Kay J. Anderson, Western Association of Schools and Colleges; Hyman Chausaw, Chicago City Colleges; K. Patricia Cross, Educational Testing Service and Center for Research and Development in Higher Education, Berkeley; Fred Davis, University of California, San Francisco; Frances De Lisle, Michigan State University; David Drew, National Board on Graduate Education, National Academy of Sciences; Edmund J. Gleazer, Jr., American Association of Community and Junior Colleges; Lyman Glenny, Center for Research and Development in Higher Education, Berkeley; Warren G. Hill, Education Commission of the States; Harold L. Hodgkinson, Center for Research and Development in Higher Education, Berkeley; Cyril O. Houle, The University of Chicago; Ralph K. Huitt, National Association of State Universities and Land-grant Colleges; Lyle H. Lanier, American Council on Education; Richard M. Millard, Education Commission of the States; Allan W. Ostar, American Association of

State Colleges and Universities; Ernest G. Palola, Empire State College; Robert J. Pitchell, National University Extension Association; and Eric Wormald, Association of American Colleges. Our thanks also go to Howard Bowen, Claremont Colleges, and Frank Wuest, Association of American Colleges, who read the first draft report and made helpful comments about it.

As is often true, a study team leans heavily and frequently on a small group of people for special help. Although their names already appear in the lists above, we feel especially indebted to a number of individuals, including Patricia Cross, Harold Hodgkinson, Cyril Houle, Trudi Lucas, and Ernest Palola for their help from the beginning to the end of the project.

We wish to recognize the invaluable contribution to the project made by two colleagues--Ebert (Pete) Ashby, who served on the research team for nearly a year before he left to accept an appointment in Japan, and Stephen Lovette, graduate research assistant. We wish also to express appreciation to many individuals on the Center staff, especially Mildred Bowman, for their help, often given under severe time pressures, in typing and duplicating earlier drafts of the manuscript.

Finally, we pay special tribute to our editor, Harriet Renaud. Her assistance in finalizing the manuscript for publication and in expediting its production was invaluable. Not only is she to be commended for her editorial contribution, but also for her patience in working with a team of five authors with diverse writing styles and opinions. Her devotion to the project under many constraints lead us to thank her publicly and profusely.

The Authors

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I.

Introduction

As has often been said, those who must make policy decisions about postsecondary education, be they faculty members, administrators, trustees, or executive officers of state agencies, face a different set of problems today than they did a few short years ago. Usually these new problems are attributable to factors related to increasing financial stringency and to static or declining enrollments. But other problems also have emerged, many of which have to do with the question of how colleges and universities can best serve the needs of an increasing number of adults who wish to return to school and work toward either an undergraduate or graduate degree on a part-time basis. Some of these potential students are interested in new content to satisfy vocational or professional interests; others are searching for new and different learning styles.

In many respects, the idea of extending postsecondary education is not new. For at least two decades, higher education in the United States has been characterized by an overriding concern about equality of opportunity in higher education; countless words have been written and spoken about access, mass higher education, universal opportunity, and a host of similar concepts related to the notion that all who aspire to education beyond the secondary school should be able to obtain it. Moreover, our words have generally been backed by action, as can be witnessed by the creation of open door community colleges, the widespread acceptance of the concept of differential functions among institutions, open admissions practices, and programs of student financial aid at both federal and state levels. And while the emphasis has tended to be on increasing opportunity for college-age youth, significant advances have been made to accommodate older part-time students who wish to pursue degree credit work. Also, there has been a spectacular growth in continuing (or adult) education, and while the prevailing concept is that these forms of education denote noncredit work, in many instances they also accommodate individuals interested in degree credit. We fully recognize, although we cannot in this report document, the long history and contribution of these adult education programs, including cooperative extension arrangements, in extending opportunities for higher education. And although we have not undertaken to review it here, we are also appreciative of the rich body of literature in this field.

Within the last few years, the move to extend collegiate opportunities to mature individuals has been accelerated. New types of learning opportunities are being provided to the general population, although not all are offered for credit or by conventional institutions. In fact, there is a flood of publications (for example, Carnegie Commission, 1973a; Cross, 1974; Hesburgh, et al., 1973; Center for Continuing Education, undated; and Vermilye, 1974) pertaining to the "new learning society"--a topic that also has been the subject of much discussion at an almost endless variety of professional association meetings.

Within the context of the expanded learning society came the revival of emphasis on the external degree. In a sense, the revival began when Alan Pifer, President of the Carnegie Corporation, speaking at the annual meeting of the College Entrance Examination Board in the fall of 1970, raised the question of whether it was time for the United States to consider seriously the offering of external degrees. Pifer answered his own question in the affirmative and proceeded to point to the exemplary experience of other countries, including England, South Africa, and Australia, in serving a new population by offering programs of external study. Almost coincidentally with Pifer's statements, the Carnegie Commission on Higher Education (1971) strongly endorsed several alternatives to present practices. Among other issues, it questioned the necessity for individuals to enter college immediately after high school and to attend continuously until they earned a degree, and recommended instead that advanced education for many should be on a recurrent basis.

NEW WAYS OF EXTENDING OPPORTUNITIES

Developments in new ways of extending educational opportunities took place rapidly. Many institutions moved to establish external programs, often with financial aid from foundations and government agencies. Mounting interest in the development led to the creation of a Carnegie Corporation-funded Commission on Non-Traditional Study, from which emanated three significant reports. The first of these (Gould, Cross, et al., 1972), presented an overview of nontraditional study at that time, delineated certain problems, and illustrated various emerging models for nontraditional programs. The official report of the Commission on Non-Traditional study (Gould, 1973), set the perspectives for the emerging new forms, examined alternatives, assessed accomplishments, and made fifty-seven recommendations pertaining to nontraditional study. The third of the Commission-related publications (Cross, Valley, and associates, 1974), reported much of the Commission-sponsored research in this area and, in addition, addressed some of the critical problems inherent in the new movement.

Adding to the volume of literature on the new approaches at that time were two important publications relating to the external degree. One, a monograph by Troutt (1971), discussed the need for and development of special degree programs, and described the liberal studies programs at the University of Oklahoma as an example. The other, by Houle (1973a), also completed as a phase of the commission's studies, was a comprehensive treatment of the subject, including descriptions, rationale, and analyses of issues.

At least three central themes run through these publications. They express the perceived need for greater diversity in patterns of delivery, including relaxation of the purely conventional aspects of residency, establishment of more convenient learning centers, greater flexibility in scheduling, and greater emphasis on independent study; they make the case for a more individualized curriculum which is responsive to adult needs and formally recognizes both prior academic and non school educational experiences that relate to a student's course of study; and they identify the trend toward the evaluation of competencies rather than the enumeration of credit hours as the basis for granting degrees, particularly as applied to adults.

Thus it is that in the mid-1970s, postsecondary education in the United States is faced with some alternatives about which decisions must be made. The choices will tend to be either positive or restrictive. They will be positive if new ways are found that will attract new clientele who feel the need to improve themselves personally or occupationally, respond imaginatively to their learning needs with quality programs, and point the way to better service for all students. They will be restrictive if action is taken and programs initiated only because they are popular or expedient. The choices made may also be dysfunctional philosophically and structurally if the "new ways" are considered as a separate postsecondary enterprise unrelated to the traditional system.

POLICY ISSUES

Like all new movements, the emphasis on extending learning opportunities has, as indicated earlier, brought new questions to the fore. The questions are many and varied and, while some are more critical and pose more difficulties than others, they tend in one way or another to revolve around policy issues concerning whether and how best to extend postsecondary education in particular settings. From a general concern about projecting and identifying potential clientele, the problems narrow to questions about appropriate content, modes of instruction, and student services; recruitment and use of staff; organizational structure and administration; and methods of financial support. Of concern, too, is the matter of how best to plan and evaluate new programs and how to coordinate them with the more traditional aspects of higher education. Still another emerging issue is the desirability of awarding degrees--in whole or in part--through evaluation and certification of prior life experience or performance on examinations.

These areas naturally break down further into even more specific considerations. For example, numerous questions arise in connection with clientele. There is first the issue of which students constitute the greatest potential for being served by external degree programs. There is also the question of whether target groups of students can be identified in advance and, if so, how they can best be attracted to the program planned for them. Moreover, there is the problem of whether and how student bodies in external programs are likely to change over time, especially since, in a rapidly changing society, the needs of any given target group may eventually be met.

All institutions contemplating the adoption of new forms face numerous questions concerning the type of program that should be planned for a new clientele. There is, for example, the central issue of curriculum, and content. The needs and interests of adults naturally vary greatly, and this is true not only of individuals in the population-at-large, but also of those in target groups which extended degree efforts seek to serve. Such students naturally possess competencies and backgrounds that make their learning needs different from younger people. Some are highly vocationally oriented, others are primarily interested in better orienting themselves and their personal roles in the larger society, and still others are simply interested in fulfilling an ambition to obtain a degree. Thus, institutions face new problems of ascertaining what the older clients want, as well as the age-old problem of providing a program that meets societal as well as individual needs.

Another difficult issue is the question of what instructional modes are most effective in a given setting. Much is said in the literature on nontraditional education about electronic media, and there is a tendency for people's minds to flash immediately to television. This is partially due to the wide publicity given the British Open University, which makes extensive use of TV. But this medium is only one among many modes for providing learning opportunities to external students. One which is relatively new to the United States, namely, the negotiation of a learning contract with students, allows the student to proceed on his own, with careful guidance by an advisor and with access to multiple means of study. Other related questions arise, among them: What are the most appropriate ways to re-orient older students to study? What are the most useful types of learning resources and how can they best be developed? What are the most suitable counseling and guidance services for such students?

Questions pertaining to how new types of degree programs for adults should be structured and organized are many and complex. They exist at the institutional level, where decisions must be made as to whether such programs should be organized and administered within an existing academic unit, or in a unit responsible for extension and continuing education activities, or by a new campus unit especially created for that purpose. Substantially the same issue is faced by systems of higher education that aspire to enter the field. Their first problem is to determine whether programs of this type should be initiated in all or in certain specified units within the system, or whether a new entity should be formed to deliver the required services. If they decide on the former, they then face an organizational problem--whether to create a special office to administer the program. Among the considerations for decisionmakers as they seek to determine what structure to adopt is the force of institutional rules and regulations and of academic traditions, since these may have a bearing on how new programs are perceived and nurtured.

There are issues, too, with respect to who should teach in the new programs, and how those who do should be recruited, utilized, oriented to their task, and compensated. There are related questions about the most appropriate background for faculty members in the new programs; it is possible, for example, that some faculty with certain disciplinary orientations may be incompatible with the extended degree idea. Decisions must be made, too, on the relative merits of using instructors from outside (adjuncts) to supplement or to take the place of regular faculty.

In the matter of financial support, questions tend to be somewhat different for public and private institutions, although there are problems common to both. In the public sector, there is the basic question of whether the state should subsidize a new program to the same degree that it supports traditional on-campus programs. In both the public and private institutions there are questions of how best to fund start-up and program development costs, and whether and how to make existing student financial aids available to part-time students. From a public policy point of view, there is the basic question facing all higher education as to whether public funds should be made available to students instead of to institutions, thereby allowing students to receive and pay for their education at the institutions they deem most appropriate or perhaps simply prefer. Aside from such global questions, there are matters of costs to be considered in determining content, delivery systems, learning resources, and other such program variables, so that there is the ever-present need to determine which alternatives are the most financially feasible. Finally, there is a question faced by state level agencies and by legislative bodies about how to coordinate the new forms for extending higher education. This is especially true in states where so many institutions, including those in the private sector, have embarked on extended degree programs, that the proliferation of offerings may give rise to excessive program duplication, confusion, and high costs.

These are only illustrative of the specific issues in a few of the policy areas, but they serve to alert the higher education community to the serious responsibilities involved in planning new programs of the type under consideration. There may be no one best solution to a given problem because much depends upon local institutional and state situations with particular internal characteristics and external influences.

Our study of the 16 extended degree programs was designed to determine what the consequences of their educational and organizational arrangements were for the nature of their clientele, over all credibility, other programs, and the financial factors associated with their operations; and also how such factors, in turn, affected the programs. The ultimate goal was to accumulate information that would be helpful to policymakers.

To achieve these goals it was necessary for us to carefully examine the following variables and their relationships to one another: program characteristics, clientele, staffing patterns and faculty utilization, organizational characteristics, methods of financial support, operating costs and costs to students, and program origins and development including the degree and nature of program planning and evaluation. The team immediately became cognizant of the many differences between programs despite a number of common characteristics shared by institutions following similar approaches. Thus, it was necessary not only to examine each program in its entirety, but also to study its component parts, many of which did have counterparts in other institutions, which allowed for selective comparisons across programs. As the team probed for information about program characteristics and institutional structure and procedures, it also attempted to determine the consequences of program characteristics, including inherent problems and constraints. In the process of this investigation, it became obvious that the complex array of academic patterns and organizational methods we found would have to be analyzed and reported in a way that would help make decisionmakers aware not only of alternate routes to the same goal, but also of trade-offs that might have to be considered in pursuit of a given goal.

To assist readers in considering alternative ways of extending higher education and the possible consequences of the various routes, we have organized the report in the following way: The programs studied are described and categorized in Chapter II. Although these programs cannot be regarded as a representative sample, we believe they are illustrative of many attempts to extend higher education. In categorizing institutional and system efforts, we have found the models articulated by Valley (1972), Houle (1973a), and others to be helpful.

Chapter III pertains to the students enrolled in the extended degree programs we studied. Here we have brought together in one descriptive section a profile of students, assuming 1) the interest of those concerned with extended degree programs in the types of students attracted to such programs, and 2) that the backgrounds and characteristics of students have implications for all the factors related to extended degree programs that are discussed in subsequent chapters. Accordingly, we report the number and characteristics of these students and how they compare with conventional students on a number of variables. Also covered are their employment status, their vocational and educational plans, the subject areas in which they are enrolled, and why they were attracted to the program in which they enrolled.

The discussion on students is followed by six chapters which deal with substantive elements: content and modes of instruction, facilitating services, organizational structure, staffing, costs, and planning. In each chapter we examine the relationships among key variables and endeavor to point the way to policies and procedures that best implement the concept of extended degree programs.

In Chapter X, the team attempts to focus attention on the "big picture." The discussion here is not limited to findings from the particular institutions and states represented in our study, but includes information and ideas drawn from other sources. Our purpose is to direct attention to some of the global issues related to extended degree and similar programs that have societal implications, and to speculate on the movement's possible future.

Finally, in the last chapter we propose a set of tentative guidelines for those now involved or about to become involved in extended degree programs. We believe that the guidelines, which are based primarily on the findings from the study, will be more useful to policymakers in this instance than the customary statement of conclusions and recommendations.

We hope that each person who reads the report, for whatever reason, will ask himself, "What decision would (or will) I make, given the circumstances which surround me?" By using this type of forced reality, readers can help project the study into the realm of decisionmaking, which is our primary goal.

II.

Approaches to Extended Degree Programs

Institutions and state agencies considering extended degree programs may select from a number of organizational alternatives. Programs may be housed in existing institutions or in newly created institutions or agencies. Instruction may be given principally by means of traditional course and classroom work, or electronic media, or self-directed study. Some programs may offer no instruction at all, requiring students to demonstrate competencies or subject mastery by written examination, performance exams, or other methods. Programs may vary in both the time and place of instruction, as well as in the extent to which various student services are made available. These are but a few of the basic options; in keeping with the diversified character of American higher education, many combinations and variations can be found.

FOUR APPROACHES

The 16 extended degree programs in our study illustrate most of the organizational and programmatic combinations for extended study offered across the country. Because of their diversity, however, we found it convenient to cluster them into categories that describe four basic approaches to the offering of extended study.

Attempts to categorize these programs into descriptive approaches for purposes of analysis were naturally frustrating. While any one program may possess features in common with one or several of the others, their linkages are not perfect and the degree to which they vary from one another, combine certain characteristics, and overlap in others, precludes absolute categorization. However, recognizing that countless subtleties of differentiation exist, we have, after analysis, grouped the various programs into four categories as a means of describing their common characteristics and as a method of giving the reader an idea of how extended programs may be organized and delivered. The four distinct approaches which appeared to emerge are: the extended-campus approach, the liberal studies/adult degree approach, the individualized study approach, and the degree-by-examination approach.

Our classification of programs is readily apparent in Chart I, which outlines each approach and summarizes the characteristics of the programs included in it. It is important to note that this classification scheme is based on our best understanding of the characteristics of each case study program at the time it was studied (1973-74). In Chapter IX we discuss certain changes and additional degree options that were being considered in some of the programs at the time of our study--changes which if made, would make it difficult to place the program in any one category. For example, although the programs offered by the California State University and Colleges system, the University of Northern Colorado, and Central Michigan University have been placed in the extended-campus approach, further developments in each of them would allow us eventually to place parts of their programs in more than one approach category. However, while we recognize that each program was in the process of change, the categorization scheme presented below represents the major focus and delivery strategy of each program at the time we conducted our field work. One final caveat: In focusing on the particular programs included in the study, in some cases we have excluded other programs offered by the same institutions which were designed to serve similar student populations and which in some cases represent other approaches.

Chart I
Approaches to Extended Degree Programs

Approach	Characteristics	Case Study Programs
I. **Extended-campus approach.** On-campus curricula and degrees extended by flexible scheduling, time, and residency requirements. Various delivery systems used, including off-campus classes and media links.	Conventional classroom study Traditional residency requirements relaxed Prescribed curricula and degree requirements	The Evening College (Johns Hopkins University) Extended University (University of California) External Degree Program (California State University & Colleges) Bachelor of General Studies (Roosevelt University)* Institute for Personal and Career Development (Central Michigan University) Center for Special and Advanced Programs (University of Northern Colorado)
II. **Liberal studies/adult degree approach.** Special needs and circumstances of adult students accommodated by development of special curricula and degree programs. Content and method of delivery differ from conventional classroom study. Some period of campus residency required.	Alternating self-study resident seminars Emphasis on liberal arts studies	Bachelor of Liberal Arts Program (University of Oklahoma) Independent Study Degree Programs (Syracuse University) Bachelor of Arts in Liberal Studies Program (State University of New York College at Brockport) Bachelor of General Studies (Roosevelt University)* Adult Degree Program (Goddard College)*
III. **Individualized study approach.** Individualized, student-centered "contracts" developed between student and program staff outlining content and competencies to be mastered, method by which goals to be achieved, nature of evaluation procedure, and specified time period for completion of contract. Special attention to alternative strategies for learning and development of various resources, including use of community resource persons as tutors and instructors, self-directed learning packages, libraries, galleries, and museums.	Individualized, contracted study Special attention to development of community learning resources	Empire State College Minnesota Metropolitan State College Community College of Vermont External Degree Program (Florida International University) Life Lab (Miami-Dade Community College) Adult Degree Program (Goddard College)*
IV. **Degree-by-examination approach.** No instruction given. Enrollees offered opportunities to demonstrate mastery of material by means of specially designed examinations.	Non-instructional Prescribed curricula	New York Regents External Degree Program

* For reasons explained in the text, these programs appear in two categories.

EXTENDED-CAMPUS APPROACH[2]

Institutions choosing this approach seek to extend on-campus curricula and degrees by flexible scheduling and through relaxing time and residency requirements. Programs hold these characteristics in common:

- Conventional course/classroom study
- Relaxed traditional residency requirements
- Prescribed curricula and degree requirements

This approach is similar in intent and design to degrees offered by the traditional extension and evening college, of which *The Evening College (EC)* of *The Johns Hopkins University*, a private institution some 65 years old, is an example. Organized as a separately administered degree-granting division within the university, The Evening College offers a variety of degree programs through courses scheduled on- and off-campus at various locations and at different times during the day and evening. Although the college has a small teaching faculty of its own, courses are taught primarily by regular Johns Hopkins faculty and adjunct faculty who work in the community (some at nearby colleges and universities) and who have special expertise or professional prominence. The college offers a comprehensive range of degree programs (see Appendix D) at the undergraduate, professional, and master's levels. As is customary for extension activities, faculty members are paid on an overload or special salary basis.

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[2] In referring to programs and institutions in the various categories, we realize the reader may have some difficulty in becoming familiar with names and abbreviations. In many instances names and titles are spelled out, but in the interest of brevity, abbreviations are used occasionally. Please refer to Appendix B for a list of names and abbreviations.

The program at Roosevelt University, a private independent university, was started in 1966 as a special degree program for working adults, and as indicated in Chart I, it has some features similar to programs placed in the liberal studies/adult degree approach. However, since it shares more characteristics common to the extended-campus approach, we place it in that category. Administered by the College of Continuing Education, the *Bachelor of General Studies (BGS) Program* at *Roosevelt University* is designed to shorten the amount of time required for a baccalaureate degree and to accommodate the special needs of working adults. A pro-seminar, required of all first-year students, is used to orient students to the program and to build skills for the course work which follows. General education requirements are satisfied by completing three interdisciplinary "area" seminars (called senior seminars) in the humanities, the natural sciences, the social sciences, and a specially arranged internship for community service. Upper-division concentrations are designed to parallel the requirements of regular university majors. Apart from the seminars, students enroll in regular university courses, offered at the downtown Chicago campus, to complete their concentration requirements. CLEP (College Level Examination Program) examinations and transfer credit can be used to satisfy some concentration area and senior seminar requirements. The college has degree-granting authority for this BGS Program, which is taught by a small number of its own faculty who are responsible for counseling and teaching the interdisciplinary seminars, and uses both adjunct personnel to supplement the BGS faculty and university faculty, who may be hired on an overload basis to teach the special seminars.

The extended degree programs offered through the *Institute for Personal and Career Development (IPCD)* at *Central Michigan University* and the *Center for Special and Advanced Programs* at the *University of Northern Colorado (CSAP)*--both of which are publicly-supported institutions in their home states--extend far beyond their home state or even regional boundaries. These two programs offer degrees, primarily at the graduate level, on military bases and at industrial and government locations in several states and regions throughout the country. Both programs employ academic personnel from other colleges and universities as well as professional staff from industry and government agencies to serve as part-time instructors. Course schedules are flexible, but courses are usually designed for intensive sessions of several hours a day for several weekends or over a two-week period. Pro-seminar materials, including reading lists and course outlines, are provided several weeks in advance of each seminar. The Northern Colorado CSAP master's students are also required to pass a comprehensive subject examination before graduation. Although each program serves a limited number of undergraduates, each has almost abandoned attempts to deliver undergraduate majors through this approach, and has moved rapidly into graduate and professional degree programs (see Appendix D).

Northern Colorado's CSAP program, established in 1970, is administered through the university's Continuing Education Division. The university contracts with an outside agency, the University Research Corporation located in Washington, D.C., to schedule classes, arrange for prospective client groups, and perform other administrative, research, and development functions. The Institute (IPCD) at Central Michigan, organized in 1972, administers its own programs as a specially created, quasi-university corporation and is similarly responsible for hiring faculty, coordinating degree programs, and performing all of the other functions which the URC and the Northern Colorado Continuing Education Division jointly perform for the CSAP program. Degrees are sponsored by the regular campus academic departments at both universities. Campus departments supervise, determine degree requirements and course content, and approve all instructional staff. In some cases, university faculty from the respective institutions travel to site locations to teach and counsel students and are paid on an overload basis. Both the CMU Institute and the Northern Colorado Center also offer credit for prior learning achieved through college study, military training, and other life/work experience.

The *University of California,* through its *Extended University (EU),* and *California State University and Colleges (CSUC)* , in its *External Degree Program (EDP),* are experimenting with part-time degree study.[3] The Extended University program is experimenting with the use of both on- and off-campus instruction, while the External Degree Program is almost exclusively off campus. As organized at the time of this study, both programs primarily use the extended-campus approach and shared many of the problems related to developing more flexible scheduling arrangements, marketing, making use of regular faculty and/or adjunct professionals as instructors. And both programs also had succumbed to the natural tendency to service defined groups or "clusters" of clients, predominantly those in professional, managerial, and technical/industrial fields.

These California programs offer a number of specialized and professional upper-division and graduate degrees (see Appendix D), and lower-division work. Both make use of media in certain areas (TV links between on- and off-campus classrooms and audio/visual talk-backs), and have developed intercampus, systemwide cooperative efforts. Through centralized administrative and planning efforts in each system, attempts are made to capitalize on individual campus strengths and to effect cooperative programs among campuses. The University of California's Extended University has no degree-granting authority of its own; its administrative apparatus is designed to coordinate the various departmental programs which individual campuses are willing to sponsor and to encourage and aid the development of jointly-sponsored degree programs. On the other hand, the External Degree Program of CSUC, through a specially created system

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[3] Because we studied the extended degree programs in both of the California university systems, a word about each system is in order. They constitute two segments of the tripartite organization of public higher education in the state. Each is organized separately, with its own governing board and central administration. The University of California system is composed of nine separate, degree-granting university campuses located throughout the state, offering undergraduate, graduate, professional, and doctoral education. The State University and Colleges system is composed of 19 separate, degree-granting institutions located throughout the state and offering undergraduate and master's level education.

Consortium, has degree-granting authority to offer special intercampus degree programs, as well as degree programs which are sponsored by individual campuses within its system. In addition, the two systems are making some attempts to plan joint programs through TV links between some UC campuses and CSUC campuses, and also through a jointly-staffed regional learning center.

The CSUC program, officially started in 1971, is coordinated through its systemwide and campus divisions of continuing education. The program uses regular faculty paid primarily on an overload basis, as well as adjunct faculty drawn from professionals in the community. In contrast, the extended degree effort of the UC system, also initiated in 1971, is coordinated by a newly created Extended University division, administered separately from the University of California's extension activities. The program at the systemwide level is organized under a vice president who has responsibility for overall policy making for both the Extended University and other extension and public service programs. Similarly, each campus in the UC system which participates in the program has a coordinating Extended University unit of its own. The university uses only its own instructional faculty to teach in the program, which is considered part of the regular, on-load teaching responsibilities of participating faculty.

LIBERAL STUDIES/ADULT DEGREE APPROACH

Institutions choosing this approach seek to design special curricula and degree programs exclusively for the adult student. Program characteristics include:

- Alternating periods of self-study with periods of intensive resident seminars
- Interdisciplinary, area study curriculum

The *University of Oklahoma Bachelor of Liberal Studies Program (BLS)*, initiated in 1961, is one of the earliest of such programs and represents the prototype of this approach. Developed exclusively to serve the adult student, the Oklahoma program consists of study in four interdisciplinary areas: the natural sciences, the social sciences, the humanities, and a fourth integrating area. Each area study is completed by a combination of directed self-study, three-week seminar, and a comprehensive written examination for each area. In addition, students complete a final independent in-depth study project.

Students work with an assigned faculty member for each area via correspondence or telephone and complete a series of guided readings and assignments. The area seminars are held on the campus twice a year. This program is offered through an especially created degree-granting College of Liberal Studies for which university faculty are employed to conduct the independent study--primarily on an overload basis--with the concurrence of the appropriate dean and department chairman. They function much as a special faculty for the college by serving on committees pertaining to such matters as curriculum, admissions, and program coordination.

The BLS program has also developed specialty options which include concentrations in certain professional areas (management and educational studies) and a specially designed program for students who have already completed an associate degree.

Similar to this Oklahoma model, but differing in special requirements and options available are the *Bachelor of Arts in Liberal Studies Program (BA/LS)* at the *State University of New York College at Brockport* and the *Independent Study Degree Programs (ISDP)* at *Syracuse University.*

Unlike Oklahoma's program, both the Syracuse and Brockport programs are administered through the continuing education divisions of their respective institutions. The program at Brockport, initiated in 1971, leads to a BA in Liberal Studies and consists of study in four areas: natural science, humanities, social science, and an integrating area. Each area of study, divided into subject disciplines, involves a period of individual study, followed by an area seminar and an area project. Students may elect to complete a set of directed readings for the area as a whole or to concentrate on a specified number of the disciplines. Individual study may be completed through: mastery of the readings on lists assigned in the chosen subject discipline, followed by a written examination; travel study programs; credit by television, correspondence, or regular college classroom courses; transfer credit from previous college work; and proficiency examinations. An introductory enrollment seminar, similar to the pro-seminar given in the program at Roosevelt University is required before area study is undertaken. The Brockport program also provides for the assessment of prior learning through life/work experiences for credit applicable toward the degree. Students are guided in independent study and attend seminars conducted by faculty from regular college departments who are compensated in part on an overload basis.

The program at Syracuse University, a private institution, has been in operation since 1966. It has led only to a BA in Liberal Studies until recently, when it added a BS degree in Business Administration. Specially designed and intended for the adult student the program consists of a combination of independent directed study and resident seminars in four areas: humanities, science, social science, and mathematics, with students in the BS program taking additional study in a business area. The program is divided into four levels of mastery for each area, which distinguishes the Syracuse program from those offered at Brockport and Oklahoma.

Examinations are required for completing areas of study at all levels. The first two levels follow a prescribed curriculum, including a series of readings, written assignments, and use of home laboratory science kits. Some flexibility is allowed in the completion of requirements at the last two levels. Adjustments are made for students who enter the program with prior college experience.

It is interesting to note that each of the three institutional programs discussed thus far in this liberal studies/adult degree category were intended exclusively for adult students and were originally designed to offer an interdisciplinary, liberal studies degree. But in response to the growth of community colleges and student pressures for more varied degree options, each program has revised its curriculum to allow for professional concentrations and some degree of advanced standing. In addition, each program has eliminated or lowered age requirements for admission.

The program at Roosevelt, described above in the extended-campus category, and the *Adult Degree Program (ADP)* at *Goddard College* also have features in common with Oklahoma's BLS program--Roosevelt's program because it uses the prescribed interdisciplinary area study seminars for satisfaction of the general education, lower-division requirements, but still allows for an upper-division subject concentration in on-campus classes, and Goddard's program (discussed more fully below), because it maintains a residency requirement and liberal arts degree orientation, but replaces the prescription with a more individualized curriculum.

INDIVIDUALIZED STUDY APPROACH

Institutions choosing this approach seek to offer individualized, student-centered study, and programs are individually tailored to accommodate student needs and interests. "Contractual" agreements are developed between the student and the program staff outlining the content, competencies, and material to be mastered, the ways in which mastery of the material is to be achieved, the procedures for evaluation, and specified time periods for completion of the contract. Contracts and degree programs may be periodically altered or augmented. Degree requirements are stated in terms of competencies mastered or an amount of time spent in study rather than the traditional credit hours completed.

Special attention is given to teaching strategies other than the conventional classroom or directed-readings methods, and also to the development and identification of community and other learning resources, such as community libraries, art galleries, museums, social service agencies, and tutoring by individuals from industry, commerce, and government. Further, the degree program is likely to incorporate the student's present work and life situation or specially arranged internships with community, industrial/commercial, and government agencies as part of the curricular program. This particular approach also employs the use of special assessment techniques, such as credit by examination and evaluation of prior learning through college study and life/work experience. Commonly held characteristics of programs in this approach are:

- Individualized, contracted study
- Special attention to the development of alternative learning strategies and community learning resources

The Community College of Vermont, Empire State College, and Minnesota Metropolitan State College[4] represent programs with somewhat unique institutional features which adopt this individualized study approach. Each program has degree-granting and separate institutional status, and each is further distinguished by the noncampus character of its operation. None of these institutions maintains a traditional campus with the usual array of classroom facilities, laboratories, library, and other services. Program staff are not organized along disciplinary specialization, and traditional definitions and expectations of faculty and staff do not hold. Each program operates through "centers" geographically distributed, where students and program staff meet for instructional and/or educational counseling activities.

The *Community College of Vermont (CCV)* was created in 1970 by executive order of the governor, with a broad mandate to serve adult students throughout the state who were without access to existing public colleges and universities. Originally organized under the jurisdiction of the State Department of Education as a special community college commission authorized to offer technical and vocational training, the Community College of Vermont is now a member of the Vermont State College system. The college (CCV) operates through three regional offices which serve seven of the 15 state counties, and is coordinated by a central office located in Montpelier, Vermont. Each regional office coordinates the educational activities of the college for its region and maintains a number of satellite locations for instruction and counseling. Instructional activities are performed by community faculty drawn from within the region. In addition, each regional office maintains a staff of counselors for educational advising and a staff of teacher support persons who recruit, train, and evaluate community teachers, and are also responsible for identifying and developing other learning and instructional resources (media, self-instructional packages, library resources, etc.). Apart from the central administrative and research staff, the central office staff includes a small number of resource specialists who aid the regional sites in identifying, coordinating, and developing the various learning resources for the college.

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[4] Each of these institutions is part of the multi-campus public higher education system in its state. Empire State College is one of the four-year liberal arts colleges of the State University of New York; Minnesota Metropolitan State College is part of the seven-campus Minnesota State College system; and the Community College of Vermont has been incorporated as the fifth campus in the Vermont State College system.

The college offers an AA degree in General Studies, Human Development, and Administrative Services. However, only 15 to 20 percent of the students are pursuing degrees; the majority are enrolled on a course by course basis or participate in other educational activities sponsored by the college. Each degree program is approved by the State College Board of Trustees and is planned by a select statewide committee composed of representatives from CCV and professional, community, and academic groups within the state. The requirements for the degree programs are outlined in terms of program goals and a set of intellectual, social, and manual/physical competencies to be mastered. Students seeking a degree from CCV develop a "contract-to-complete" with a regional counselor which specifies the objectives to be achieved and the methods which will be used to meet program goals. Each student's degree program is approved by a local review committee at the regional site. Although the predominant mode of learning is small classes, students can use a variety of other learning methods, including independent study, on-the-job training, CLEP examinations, and assessment of prior learning from transcripts or life/work experience.

Empire State College in New York was created in 1971 by the State University of New York as a non-residential degree-granting college with a statewide mandate to provide flexible, student-centered approaches to higher education. The college is open for full-time or part-time work to students of all ages and backgrounds, and awards the AA, AS, BA, and BS degrees. Empire has no campus in the traditional sense; it operates regional learning centers, satellites, and special purpose learning units dispersed throughout the state and coordinated by a Coordinating Center located in Saratoga Springs.

Empire State College offers studies in specific degree areas as detailed in Appendix D. The college requires each student to define an individualized program of study which will include both a plan for concentration and a plan for general learning consistent with the student's own past experiences, educational background, and present and future goals. Individual learning contracts and programs of study are then developed between a student and his mentor, contracts are arranged for a specified period of time, and each completed contract becomes part of the aggregate program of study. While learning contracts may be developed around traditional academic subject areas, they can just as easily focus on a field work experience, learning on the job, a set of readings, independent research, participation in a civic event or creative endeavor, or on whatever other activity, goal, or interest a student may have. To complete their contracted study, students may choose from among various learning strategies, such as tutorial study with a mentor or special adjunct tutor, independent study through prepared learning materials and modules, group study, field work, and conventional classroom study (by enrolling in courses offered through other private and public colleges and universities). The combinations and uses made of any of these strategies vary within and across Empire units. While students may earn credit by taking proficiency examinations, and also receive advanced standing through transfer credit and assessment of prior college level learning, the college requires that a student spend at least six months enrolled at Empire State.

Mentors at the learning centers constitute the core staff of the college. They are responsible for instructional and tutorial activity, and help to develop and evaluate student contracts and programs of study, identify and coordinate the use of tutors and special learning resources, evaluate and assess students' prior learning, and carry on the same professional activities expected of a college faculty. Empire maintains a learning resource development division at its Coordinating Center composed of faculty, media specialists, and resource developers whose responsibility it is to develop, collect, and distribute special learning materials which are used by mentors and students for independent and directed study.

Minnesota Metropolitan State College (MMSC) was created in 1971 by the Minnesota State College system as the seventh institution in the system. The college is nonresidential and offers the BA degree to students in the Minneapolis-St. Paul Twin Cities metropolitan area. Unlike Empire State, it does not offer lower-division study, but like Empire State, MMSC maintains no campus in the traditional sense. The central office of the college is located in downtown St. Paul, and the college is now moving in the direction of decentralization by establishing other learning center facilities throughout the metropolitan area. There is no formal curriculum and no specified degree requirements; students are encouraged to develop competencies in five broad areas: basic learning and communication, civic involvement, vocation and career, leisure and recreation, and personal growth and self-assessment. During orientation each student, with his faculty advisor, develops an Educational Pact, equivalent to the development of the program of study at Empire. The pact sets forth the student's educational goals, the competencies to be mastered, the strategies that will be used to reach these goals, and the evaluation methods that will be used to determine when goals have been reached. Students may choose to complete portions of their educational pact by combinations of independent study, internships, group learning opportunities, and/or other educational strategies. The college offers advanced standing through assessment of college transcript credit and past life/work experience, and students may also enroll in courses at other colleges and universities and receive recognition for this work from MMSC.

Minnesota Metropolitan has a staff of regular full-time faculty who serve as resource developers, pact developers, evaluators, and instructors or tutors for independent and group study. The college also uses a large contingent of community resource persons to serve as tutors and classroom instructors and, to a more limited extent, as counselors for pact development. Drawn from the metropolitan area, these are people who have attained reputations in community life, business, labor, the arts, social service agencies, government and politics, and communications.

While only students with upper-division status are admitted, MMSC works with local area community colleges and offers special equivalency admission status to students by a combination of transfer credit and assessment of life/work experience. An administrative staff is located in the central college office, including an assessment counselor, resource specialists, an institutional research director, and financial aid and admissions counselors.

Also utilizing the individualized study approach, the *Adult Degree Program (ADP)* of *Goddard College,* the *External Degree Program (EDP)* at *Florida International University,* and *Life Lab* at *Miami-Dade Community College* offer interesting comparisons with the three programs discussed above. Each of these three is administered within an established degree-granting institution. Both the Goddard and Life Lab programs have their own faculties; the program at Florida International maintains a small staff of counselors who work in conjunction with university departmental faculty to develop and sponsor individualized degree programs.

The Adult Degree Program at Goddard College, which offers a four-year liberal studies bachelor's degree from the college, was started in 1963 specifically for adult learners who could not attend college full time and who wished to receive a general liberal arts degree. While the program at Goddard is similar to the Oklahoma, Brockport, and Syracuse programs in its liberal studies focus and use of alternating residency and independent study periods, it differs significantly from the other liberal studies programs in that the curricular program is individually tailored through negotiations between a student and his faculty adviser. Although students are encouraged to design breadth as well as depth into their study projects, no specific curricular or prescribed degree requirements exist. The program is divided into six-month semesters, or cycles, as Goddard calls them, beginning and ending with a two-week residency period. During the residency periods, ADP students meet with faculty assigned to that particular cycle to plan a course of study for the following six-month period. In addition, a full schedule of short courses, seminars, student presentations, lectures, and workshops is offered, planned by faculty and students working together with a view to meeting specific student interests and providing as broad a range of subjects as possible.

As in the other liberal studies/adult degree programs, the heart of Goddard's Adult Degree Program rests in the independent study projects. During the independent study periods each student works with a faculty member and communicates periodically to update and discuss progress. Although "critical life experience" and previous course work are recognized and may receive credit, students must enroll in at least four cycles (two years) to complete their degree program. The program's own faculty is expanded by other Goddard faculty on an overload basis and outside persons on special salary.

The *Life Lab* program, one of three instructional divisions which was started in 1971 at the *Downtown Campus* of the *Miami-Dade Community College*,[5] grew out of an attempt to experiment with alternative, individualized approaches to degree study. While the degree requirements for the AA degrees offered by the program are those of regular Miami-Dade programs, Life Lab places a great deal of emphasis on developing personal awareness, interpersonal skills, and interdisciplinary study. With the aid of a staff programmer, each student writes a contract to complete a number of tasks and activities which serve as equivalent learning experiences for specific courses in the various areas required for the AA degree: book reports, listening to specially prepared tape cassettes accompanied by prepared reading materials, participating in student and staff-initiated workshops, seminars, films, field trips and lectures, and compiling an ongoing journal of his own life and work experiences. Students are required to purchase a cassette tape recorder to use the extensive tape library organized by the Life Lab staff, which consists of recordings of lectures, classes, speeches, conversations, and other self-study programmed subjects.

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[5] The Miami-Dade Community College District, which maintains three principal campuses, is under the jurisdiction of a local governing board and is administered by a central administrative staff. Each campus operates under the supervision of a district vice president.

While contracts usually include substitute work which can be applied as credit for from three to five courses offered in the regular Miami-Dade college program, Life Lab students may also take regular Miami-Dade courses for credit as part of their contracted study. A student and his programmer have at least four conferences each term to update learning experiences and activities, and each learning experience is described, evaluated, and logged. The program maintains its own staff of programmers who are responsible for counseling, developing, and monitoring student contracts, and identifying and developing the learning resource materials and activities used in the program. Life Lab also uses outside community persons and other Miami-Dade faculty as consultants and resources for lectures, independent study, and workshops. Staff programmers are salaried on staff and instructional budget lines are allocated to the program by the college.

The *External Degree Program (EDP)* of the *Florida State University System*[6] was established in 1972 and is administered by *Florida International University (FIU)*, one of the nine campuses in the system. The program is open to all Florida residents, although most of its students now come from the greater Miami, south Florida area. It offers BA and BS degrees in selected professional, pre-professional, and general liberal arts areas to students who qualify with upper-division status through course credits or equivalency (see Appendix D). Degree programs are individually designed in the form of an Education Contract Plan by a student and a designated faculty member from the student's major field or area of study, and degree requirements are determined by the sponsoring academic division of the university. Although all external degree students are under the supervision of the FIU faculty, and the degree is awarded by Florida International University, students may also work with specially designated persons from within the state who counsel and help design Education Contracts.

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[6] The State University System of Florida consists of comprehensive four-year and doctoral degree-granting institutions. A central administrative office coordinates the system, which is governed by an appointed Board of Regents. The state university system is a staturory university under the general supervision of the Florida Board of Education.

EDP students can earn baccalaureate credit through a combination of credit for previous academic and life/work experience, independent study, proof of competence by performance on equivalency tests, and regular classroom course work at FIU or any other college or university in the state. Subject to the approval of the sponsoring academic division, students are admitted into the university's School of Independent Studies administered within the Division of Special Programs. The school has no faculty of its own and draws on department faculty to serve as advisers and approve all degree work. It also maintains a small staff which reviews admissions applications, works with students and faculty in preparation of the Education Contract, and provides general counseling and advising for EDP students. Academic departments are reimbursed for faculty time through special arrangements with divisional deans and department chairmen.

DEGREE-BY-EXAMINATION APPROACH

Institutions choosing this approach award degrees to students for successful performance on examinations in subject and general education areas and upon evidence of prior college credit. Although some counseling and other services are offered, and degree students are provided with detailed examination descriptions, study guides, and bibliographies, these programs provide no instruction. This approach comes closest to the original external degrees awarded after examination by the University of London more than 140 years ago.

The Regents External Degree Program (REDP) of the *University of the State of New York* was started in 1970 and offers associate and baccalaureate degrees to anyone who can meet degree requirements, with or without having attended a college or university. The program is offered under the auspices of the Regents of the University of the State of New York, the coordinating/governing board for New York education with responsibility for all public and private higher education in the state, and is administered by the Office of Academic Programs within the Department of Education, the administrative arm of the Regents.

The REDP presently offers the following external degrees: associate in arts, associate in science, associate in applied science in nursing, bachelor of science in business administration, bachelor of arts or bachelor of science in liberal studies and selected concentrations. Students need not reside in New York State to enroll in REDP, although those enrolled in the nursing program take the clinical performance examination in New York before they can receive their degree. While the specific requirements for each degree program are distinctive, there are some common features: Each program relies heavily on tests and proficiency examinations; the method of preparation for each examination is not prescribed; and certain educational requirements can be satisfied by previous college credit and by passing courses at accredited colleges. Credit for life and work experience can be obtained by taking oral, written, and performance examinations.

A salaried committee composed of faculty from the state's colleges and universities and nonteaching professionals in the field designs and monitors each degree program, determines degree requirements, approves all examinations, and periodically reviews policies with regard to alterations and updating. The program relies on the College Level Proficiency Examinations (CPEP) and the College Board College Level Examination Program (CLEP), and prepares its own examinations when there are no other exams that are considered appropriate for some particular assessment. Certain of the degree programs offered by New York's REDP, as mentioned earlier, also require an evaluation of clinical performance. REDP examinations are administered four times a year at more than 12 regional locations, most of which are located in New York State, and some exams are also offered at military bases across the country, as well as in various locations in Connecticut, Idaho, Illinois, and Oregon.

The Regents' program maintains a small professional staff composed of a registrar, program and development personnel, and specialists to develop, assess, and monitor the preparation and production of examinations. The program is presently in the process of establishing regional counseling facilities (staffed by volunteers) throughout New York State to advise prospective external degree students, and plans to use state municipal libraries, colleges, universities, and other existing educational facilities as branch counseling locations.

III.

The Students in the Programs

Many questions have been raised about nontraditional students, such as who they are, the nature of their educational goals, why they are attracted to new programs, and how they compare with traditional students. We suspect that with all that has been said in the last few years about new programs for new students, many people have come to view them as stereotypes--the 40-year-old who never went to college but always wanted to, the housebound housewife, the isolated adult (in prison, on the farm), the member of an ethnic minority who may not have had ready access to college, the disenchanted young person, and so on. To be sure, we found some such people in the programs we studied, but as we will report in the pages to follow, these images of nontraditional students are not representative of the majority of those actually enrolled in the programs we selected, nor are they the ones many of the institutions have in mind as they plan their extended degree programs, or the ones who scholarly authorities on such programs believe to be the potential clientele. In addressing the matter of potential students for an external degree Houle (1973b) has written:

> In overwhelming proportions, so far at least, the students in external degree programs have been adults, men and women who missed or denied themselves an earlier opportunity to secure a degree, or who discovered the need for advanced education only after life had taught them a few of its lessons, as it has a way of doing. Sometimes, these adults can be accommodated by the internal degree as full- or part-time students...but often education must

> be fitted into the interstices of life essentially devoted to home, work, and community responsibility [pp. 427-428].

In further discussing the pool of potential external degree students, Houle (1973b) referred to the large group of "partial college attenders"--those who have from one to three years of higher education but have not completed a degree. He reported that in 1971 there were nearly 12 million persons in the United States who had attended college without obtaining a degree and who thus constitute a pool of potential students. This number does not include those who have already earned a baccalaureate degree and who may be interested in pursuing a graduate degree provided they can do so at their convenience and in a subject area that is of particular relevance to them. A survey (Carp, Peterson, and Roelfs, 1974) of a representative sample of Americans 18 to 60 showed that 77 percent had an interest in continuing their learning in some way, 31 percent were actually engaged in some form of adult learning, and 17 percent of the "would-be learners" wanted a college degree.

We suspect this is a gross overstatement of the numbers of people who would take advantage of new educational opportunities even if circumstances were most favorable. If educators are to be realistic in their planning, they may need to go beyond such global "market estimates" and ascertain the motivations, characteristics, and expectations of individuals who actually have been drawn to the new forms for extending post-secondary education.

THE STUDENTS IN THE PROGRAMS BY NUMBER, CHARACTERISTICS, GOALS

In this chapter we report on the students enrolled in the degree programs included in our study. In addition to the value the data may have for policy-makers and practitioners, the information is important as background for the discussion in the following chapters on curriculum and modes of instruction, student services, organization, staffing, financing, and planning.

As would be expected, the programs surveyed varied greatly by size of enrollments. Several factors account for this: Some of the programs are very new and still in the developmental stage while others were established many years ago; some were designed to be small, others to serve large numbers; some of the institutions serve wide geographical areas and deliver their programs out-of-state, whereas others limit their services to smaller geographical areas. Two programs are very different from the others and by their nature would be expected to serve large numbers of students. One of these, the New York State Regents External Degree Program is, as reported earlier, a geographically widespread noninstructional, certification program which would normally attract many people. The other, The Johns Hopkins University's long-established evening college, operates in a large metropolitan area and, through its multiple offerings, attracts a large clientele.

It is not surprising, therefore, that the number of students enrolled in the several programs during the 1973-74 academic year ranged from 120 in the relatively new external degree program at Florida International University to more than 5,000 graduate and undergraduate students in the Johns Hopkins evening program. The enrollment by headcount in each of the extended degree programs included in the study are reported in Table 1.[7]

The students in our sample of programs constitute only a small fraction of the large pool of the

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[7] Enrollments for each program were reported to us at varying points in the 1973-74 year. The fact that the headcount enrollments reported in Table 1 are for the academic year 1973-74 naturally means that they do not reflect the size of any given program as of the date of this publication. In fact, we know that in many of the programs enrollments increased substantially in 1974-75. On the other hand, several of the programs, by their own design, remained at approximately the 1973-74 level.

TABLE 1

NUMBER OF STUDENTS ENROLLED IN PARTICIPATING INSTITUTIONS AND PROGRAMS, BY HEADCOUNT, FALL 1973-SPRING 1974

Institutions and Programs	*Enrollment*
University of Oklahoma--Bachelor of Liberal Studies	837
State University of New York, Brockport--Bachelor of Arts in Liberal Studies	225
Syracuse University--Independent Studies Degree Program	167
Roosevelt University--Bachelor of General Studies	1,050
The Johns Hopkins University--The Evening College (undergraduate programs)	2,928
Central Michigan University--Institute for Personal and Career Development (undergraduate programs)	413
The Johns Hopkins University--The Evening College (graduate programs)	2,168
Central Michigan University--Institute for Personal and Career Development (graduate programs)	2,423
University of Northern Colorado--Center for Special and Advanced Degree Programs (graduate programs)	2,741
University of California--Extended University (graduate and undergraduate programs)	962
California State University and Colleges--External Degree Programs (graduate and undergraduate)	1,044
Florida International University--External Degree program	120
Goddard College--Adult Degree Program	470
Minnesota Metropolitan State College	900
State University of New York--Empire State College	1,852
Miami-Dade Community College--Life Lab	450
Community College of Vermont	1,500
New York Regents External Degree Program	4,203
Total	24,453

increasing numbers of part-time students in postsecondary institutions which, for the first time in 1972, approximated half the students enrolled in collegiate institutions. In fact, the 3.5 million part-time degree students in 1972 represented an increase of more than 30 percent over the number of such students in 1969 (American Council on Education, 1974). Obviously, part-time students are found in all kinds of institutions and programs, but one reason for their increase undoubtedly lies in the number of extended degree programs available to them.

WHO ARE THE STUDENTS?

The characteristics of students attracted to a given program depend to a great extent upon the nature of the program. Most of the institutions in our study that offered the extended-campus approach designed programs for a clientele with an interest in special subject areas (business, public administration, engineering, etc.), or for people in agencies like the military or civil services. Programs with the liberal studies approach were originally designed more for the general population than for special interest groups, although recently they have added some specialty options, primarily in management and educational studies. Naturally, the institutions using the individualized approach must accommodate the educational interests of all who enroll, although such practices as delineating competency-based areas, identifying resource personnel in given fields, and granting credit for certain types of life experience tend to influence the kinds of students attracted. A basic and very substantial way in which external degree programs operate differentially to attract clienteles is by the level of the courses they offer, i.e., whether their programs are lower or upper division or graduate, since the different levels require that enrollees have certain educational backgrounds and abilities.

Most of our data about clientele were derived from a questionnaire which was administered to students in a majority of the programs we studied. In those colleges where it was not administered, information was obtained from the programs themselves because, at the outset of the study, some of them were coincidentally in the process of surveying students. And in two of them--Empire State College and the University of Northern Colorado--the timing was such that the investigators could include some of our items in their questionnaires, thus making it possible for us to obtain some comparable data on student characteristics.[8]

In the sections to follow, we briefly summarize some of the personal and educational characteristics of the students as determined by their responses to the appropriate questionnaire items. The descriptive data pertain to students enrolled in 1973-74 except for those in the University of California's Extended University program, where the figures are based on the university's 1972-73 survey.

Sex. The distribution of students by sex in each program varies between the graduate and undergraduate levels. At the master's level, the students are predominantly male. An exception is found in The Johns Hopkins Evening College, where the division between the sexes has been about equal--which is the national norm of master's-level students (Creager, 1971). Again, it is important to recall the relationship between program and clientele. Most of the MA programs are designed for culturally sex-related occupational groups in which there is a heavy preponderance of men; thus, it is not surprising that many more men than women should be enrolled. The exception found at Johns Hopkins is explained by the fact that one of the graduate programs serves large numbers of teachers, many of whom are women.

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[8] In the study team's administration of the questionnaires, it was necessary in some instances to rely on a sample. For programs with enrollments of under 500, a questionnaire was sent to all students; one in every two students was sampled in programs enrolling 500-1,000 individuals; one in every three in programs between 1,000-3,000; and one in every five where enrollment was over 3,000. The overall response rate was 60 percent and the range was from 43 to 70 percent. In the programs of The Johns Hopkins and Central Michigan Universities, responses were analyzed separately for undergraduate and graduate students.

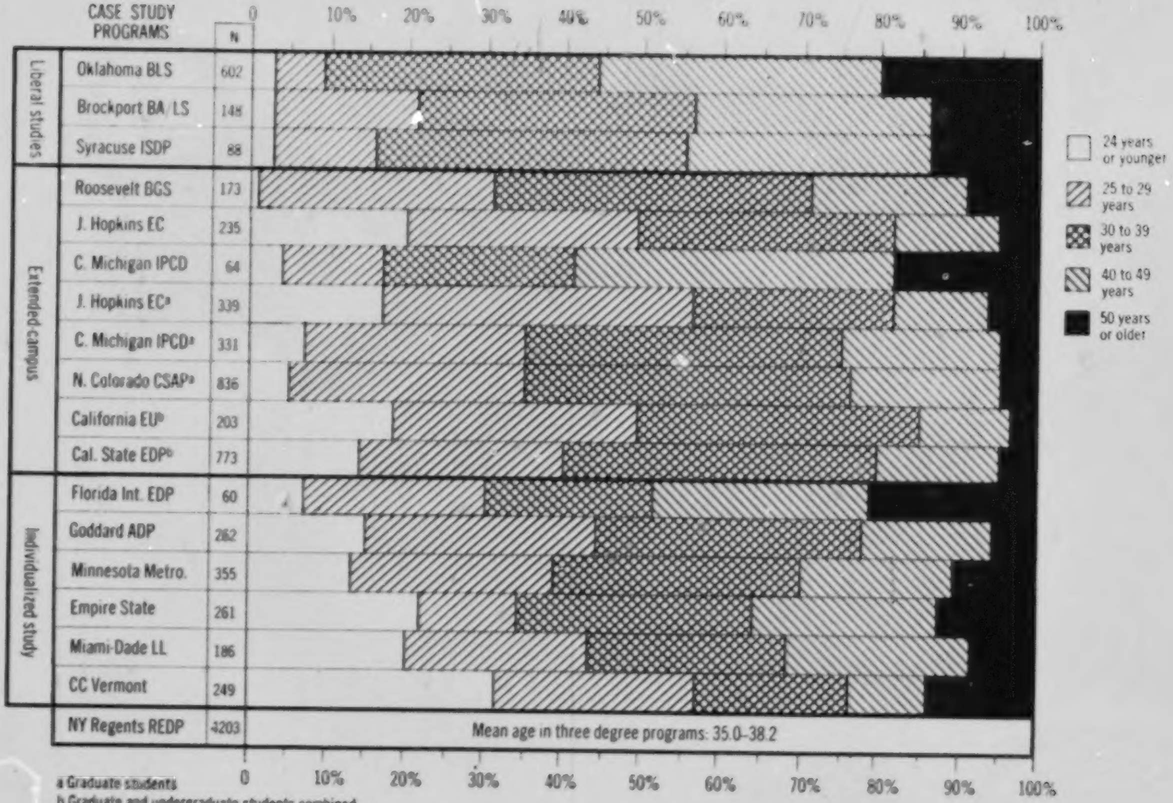
In the undergraduate programs, there are only slightly more men than women, with few exceptions, which is similar to the proportion of men and women nationwide who entered college as freshmen in fall 1973 (Astin, King, Light and Richardson (undated). Obviously, the sex distribution varies among programs, again as a function of any occupational emphases which certain programs may have.

Ethnicity. It is no surprise that the vast majority of the students are Caucasian, which is in keeping with the ethnic distribution of traditional college students. (In 1973, the entering freshmen were 88.5 percent white.) There are, however, some attempts to alter this situation in a few of the extended degree programs. For example, although we did not study the particular program in question, one of the institutions has contracted with IBM to develop an external program for minority students. Central Michigan University, involved in a training program with the Ford Motor Company and the Chrysler Corporation in which minority students are involved, also is operating a Model Cities Program in Hawaii and a Head Start training program for personnel on several Indian reservations. And the University of Northern Colorado has initiated a counseling program in Miami, mostly for black school teachers. There are nevertheless continuing questions about the extent to which extended degree programs can and eventually will serve ethnic minorities.

Age. The students responding to the questionnaire in the majority of the programs were older than conventional students, the median age in all but two programs being over 30. Only at the Community College of Vermont was the percentage of students under 25 years of age greater than that of part-time students enrolled in all four-year colleges and universities in the nation (Okes, ACE, 1974). The range in age for the various programs is shown in Figure 1. (It should be noted that in certain instances the information is reported separately for graduate and undergraduate programs.) Certain differences can be observed in the

Figure 1

Current Age of Students, by Program, in percentages



a Graduate students

b Graduate and undergraduate students combined

Source: Student Survey, Spring 1974, except for the surveys of their students done by programs of the University of Northern Colorado, University of California (1972–73 data), California State University and Colleges, Empire State College, and the New York Regents.

basic approach categories. For example, the percentage of young people under 25 tends to be greatest in the programs using the individualized study approach and smallest in the programs concentrating on the liberal studies and adult degree approach. As may be observed in the figure, many of the programs have a sizeable number of students above 50 years of age.

It is possible that the age distribution could have been affected somewhat by both the sampling and the response biases, but our impressions from visits to the institutions supported the data, which we believe reflect a general picture of the age composition of students in the various programs. To this extent, the data suggest that the programs are serving the felt needs of mature students.

Educational Background. One of the major questions about students enrolled in extended degree programs is whether they are really "new" to postsecondary education or whether they are returning after having interrupted an earlier college experience. Obviously, this applies only to undergraduates, since with rare exceptions graduate-level students have naturally qualified for admission by reason of prior formal training. But even for graduate students, there is the question of how recently they have experienced some type of formal training.

The students' previous educational experience is especially important because of the recent emphasis on recurrent education and the question of how students who return to school following an interruption in their studies are to be accommodated. Is the extended degree, for example, a good means of facilitating the concept of recurrent education? Information about previous education is also important because of the light it sheds on the role of extended degree programs in providing a "second chance" for those who were unable to go to college earlier. Further, it may suggest implications concerning students' potential learning skills.

The students enrolled in the baccalaureate programs we studied were certainly not new to higher education, since more than two-thirds (in most programs) had previous college experience, the vast majority having attended more than one institution. More than one-fifth of students in all the baccalaureate programs had earned either an associate degree or some type of completion certificate. In addition to formal training, nearly one-third had pursued training in various agencies, including vocational and correspondence schools and the military. The various types of intervening educational experiences in the several programs are listed in Table 2.

The length of time that elapsed between the students' last formal education and their enrollment in the current program is noteworthy. In three institutions, for example, half of the students had last studied for credit more than five years before entering the extended degree program and more than ten years had elapsed for one-third of them. In the other programs, at least a year had intervened between study periods, and in every program in the study there were students who returned after a lapse of as many as 20 years since studying for college credit.

In the main, the study sample is one of first generation college students for, with some variation among programs, between two-thirds and three-fourths of the students' fathers had not gone to college. This, incidentally, is a lower level of educational attainment by fathers than was true for 1973 entering freshmen in all colleges and universities, but is comparable to fathers in a national sample of "older" college students (20 years or older) who entered as freshmen in 1967 (Holmstrom, 1973). According to data from a cross-sectional national sample of adults 18 years and older not then in any formal learning situation (Davis, 1972), the family educational background of students in our study is comparable to adults in the general population.

Personal Traits. In the questionnaire, students were asked to rate themselves on several traits in comparison with the average person of their own age. Interestingly enough, with the exception of students in one program, a great majority rated

TABLE 2

STUDENTS' EDUCATIONAL EXPERIENCES BEFORE ENROLLING IN
THE PROGRAM AND AFTER LEAVING HIGH SCHOOL,
BY PROGRAM, IN PERCENTAGES

Programs	N	Educational experiences[a]					
		Public high school, day or evening	Public two-year college, technical institute, or vocational school	Private vocational, trade, or business school	Four-year college or university	Graduate school	Business or industrial site, employer
Liberal studies							
Oklahoma BLS	602	15	40	28	56	2	39
Brockport BA/LS	148	26	51	21	59	1	29
Syracuse ISDP	88	16	39	27	65	1	41
Extended-campus							
Roosevelt BGS	173	11	53	31	51	1	23
J. Hopkins EC	235	14	31	14	36	2	20
C. Michigan IPCD	64	20	41	23	45	5	27
J. Hopkins EC[b]	339	10	11	4	88	49	15
C. Michigan IPCD[b]	331	8	12	8	91	32	27
Individualized study							
Florida Int. EDP	60	17	58	20	73	8	20
Goddard ADP	262	16	29	21	81	6	17
Minnesota Metro.	355	20	48	25	77	2	31
Miami-Dade LL	186	24	54	24	24	1	17
CC Vermont	249	19	9	15	42	10	12

Programs	N	Educational experiences[a]					
		Community or social organization	Correspondence school	Military service	Government agency, other than military	Other	No formal or informal education
Liberal studies							
Oklahoma BLS	602	19	49	43	36	11	5
Brockport BA/LS	148	23	24	24	10	11	3
Syracuse ISDP	88	21	27	31	13	13	2
Extended-campus							
Roosevelt BGS	173	19	13	20	7	8	5
J. Hopkins EC	235	10	15	24	7	14	14
C. Michigan IPCD	64	19	17	28	16	14	11
J. Hopkins EC[b]	339	13	5	13	11	7	3
C. Michigan IPCD[b]	331	12	31	55	13	12	1
Individualized study							
Florida Int. EDP	60	30	15	28	23	27	2
Goddard ADP	262	37	13	12	8	24	3
Minnesota Metro.	355	31	22	28	13	16	1
Miami-Dade LL	186	20	11	25	15	18	7
CC Vermont	249	14	10	6	10	18	21

[a] Data not comparable, but a variety of educational experiences are indicated by students in programs offered by the University of Northern Colorado, University of California, California State University and Colleges, Empire State College, and New York Regents. Percentages do not add to 100 because of multiple responses.

[b] Graduate students.

Source: Student Survey, Spring 1974.

themselves above average in the drive to achieve, independence, persistence, and self-motivation. The greatest proportion of students giving themselves high ratings on such traits was in the External Degree Program at Florida International University, and the lowest proportion was at the Community College of Vermont. Even in the latter institution, where more of the students are younger and definitely "new" to postsecondary education, half of them rated themselves above average. Two other traits on which students gave themselves a better-than-average rating were leadership and self-confidence. Here again, however, the students at Vermont were an exception; many of them saw themselves as average. We should report, too, that our interviews with students confirmed the self-ratings on the questionnaires. In terms of academic ability, the students in all programs tended to view themselves as average or slightly above. It was in two important learning skills--mathematics and writing--that student ratings were lower, possibly reflecting the fact that many were rusty in these skills as a result of having been out of school for some time.

Some comparative data shed further light on the students' self-ratings. First, interviews with and questionnaires completed by staff members revealed that they ranked extended degree students higher than other college or university students in traits such as drive, independence, persistence, and self-motivation. However, the majority of the faculty saw the nontraditional students as having about the same academic and writing ability as other college students. In a number of programs, the faculty also confirmed the existence of student deficiences in skills such as mathematics and, in some cases, reading.

The students' ratings can also be compared with self-ratings of college freshmen in general. Compared with the students in our sample, entering freshmen in 1971 (American Council in Education, 1971) rated themselves lower in such traits as drive, leadership, self-confidence, and writing ability, but more nearly the same in academic ability.

It seems clear that the students attracted to extended degree programs--at least those in our study--can be characterized as being highly motivated, which of course is often a prime requisite for success in such programs. In our interviews with faculty, the students' enthusiasm was repeatedly mentioned. Most faculty members indicated that working with extended degree students was a pleasure because of the extent to which they were able to grasp subject matter as a result of their previous background and experience. That some students tend to be weak or at least rusty in some of the learning skills has implications for the kinds of refresher work that colleges may need to provide for them.

Family Status and Employment. Given the age of the students, it is not surprising that the majority of them were married and had children. Neither is it surprising that in practically all the programs, more than 90 percent of the men were employed, and 85 percent or more of the employed male group worked 35 hours per week or more. This obviously means they were pursuing an educational program on top of heavy employment obligations. Nearly two-thirds of the women students were employed, but more women than men worked part time. The percentage of all students employed in each of the institutions is shown in Figure 2.

The characteristics of women in extended degree programs deserve special attention. The numbers that were married, had children living at home, were employed, and could be categorized as housewives and not working, have implications for the types of women students who may be attracted to extended programs as well as implications for the types of programs that perhaps should be initiated for them. Figure 3 shows the percentage of women in the programs studied who were employed in 1973-1974 or were housewives (a woman who is not working and who refers to herself as "housewife").[9] Also shown in the figure is the number of the women who were married and had children living at home. As can be observed, the percentage of those married was relatively high in most of the programs. In

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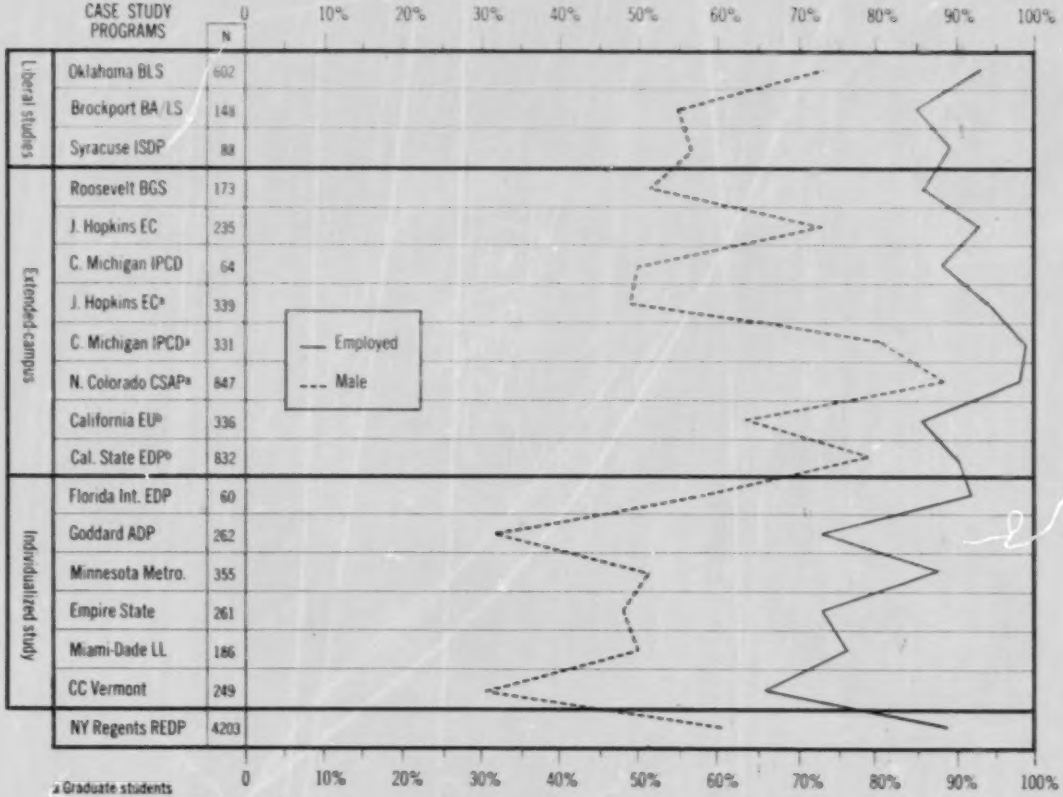
[9] Data were not available in five of our participating institutions.

Figure 2

Employment Status and Sex of Students, by Program, in percentages

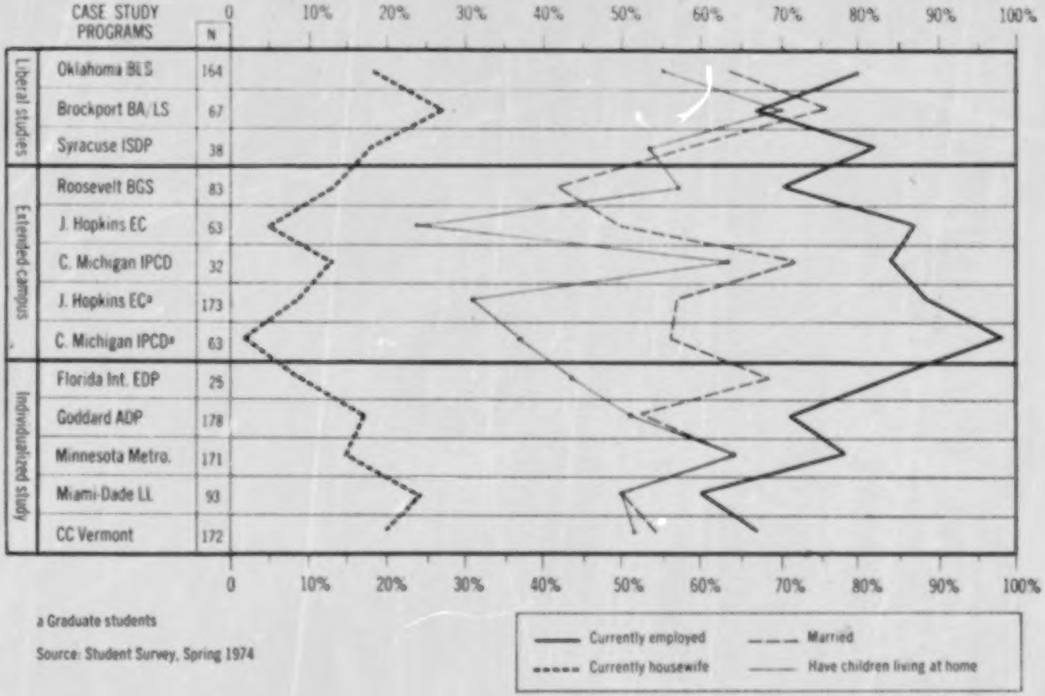


a Graduate students
b Graduate and undergraduate students combined

Source: Student Survey, Spring 1974

Figure 3

Status of Women Students: Employed; Full-time Housewives; Married; Had Children Living at Home, by Program, in percentages



a Graduate students

Source: Student Survey, Spring 1974

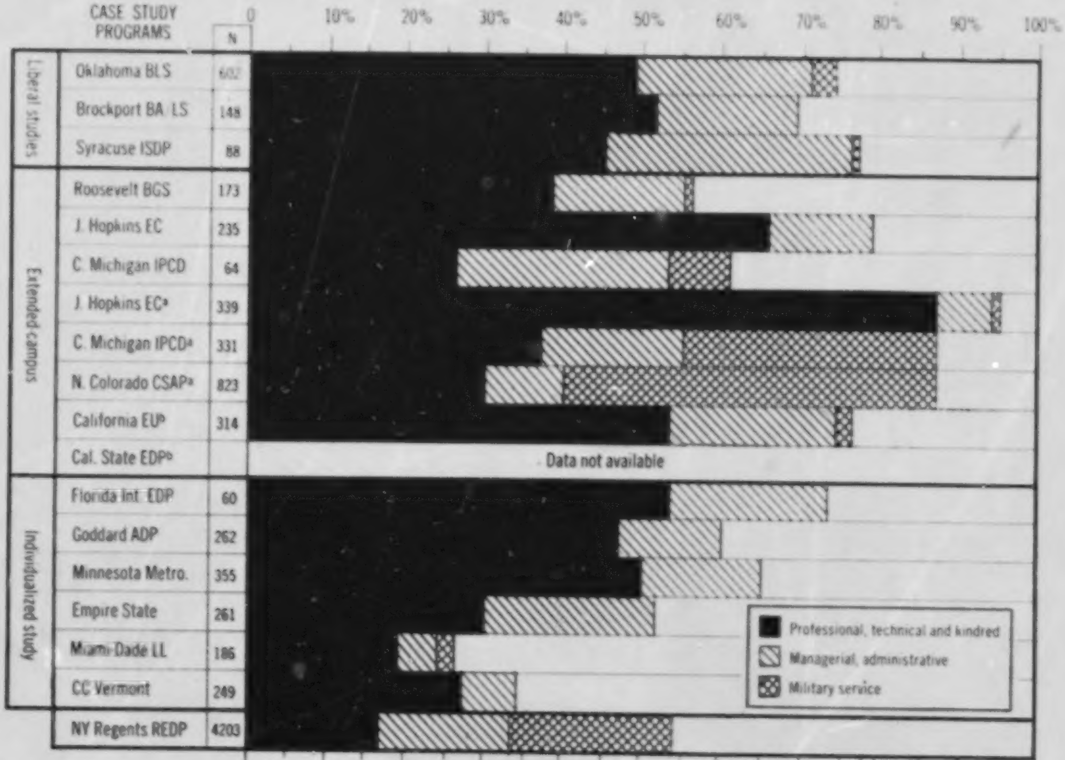
all programs, the number of students who are strictly housewives is relatively small--less than 20 percent in all but two programs. As indicated earlier, this fact runs contrary to the widely-held belief that extended programs draw heavily from the "housewife" category. The percentage of women with children living at home was much smaller in two programs--the undergraduate program at Johns Hopkins and the graduate program at Central Michigan--than in other programs, both because the women in these programs tend to be younger and fewer of them are married.

As may be seen in Figure 4, a high percentage of students, both men and women, were from professional, technical, and kindred occupations, although there is considerable variation among the programs. We suspect that the high percentage of students from these categories is, in part, a reflection of the national move to upgrade those employed in the various professional fields. When the sizeable number from managerial and administrative positions is added to the professional category, it is evident that in all but three of the programs, the occupational level of a large percentage of employed students is very high. In three of the programs--at Central Michigan University, the University of Northern Colorado, and the New York Regents--a considerable proportion of students are in the military, a direct result of these institutions' deliberate policy to establish programs for federal government workers, including military personnel.

Interesting comparisons can be made between the students in our sample and the general population. For example, in the national population of employed men who have had from one to three years of college, only 38 percent are employed in the professional, technical, or managerial categories, whereas in most of our programs the percentage of students employed in these categories approximated 50 percent. Also, compared with women nationwide, far fewer of the women students in our sample were married and a higher percentage of them were employed (Bureau of the Census, 1970).

Figure 4

Students from Professional, Managerial, and Military Service Occupations, by Program, in percentages



a Graduate students
b Graduate and undergraduate students combined

Source: Student Survey, Spring 1974

Educational Objectives. To learn something about what motivated extended degree students in general to enroll, we included several items in the questionnaire which asked about the importance of several possible educational objectives. Two of the reasons of at least some importance for entering a program designated by over two-thirds of the students in all but two of the programs were "to attain greater personal enrichment and development" and to satisfy "a personal desire for a college education." Thus, it appears that to many people a prime motive was to satisfy a pent-up desire for something they hadn't had. To others--or perhaps even to the same people--the objective was more utilitarian. For example, one-half or more of the students at Johns Hopkins, Central Michigan, and Roosevelt rated "to improve my chances of increasing my income" and "to acquire specific skills that will be useful on a job" as very important objectives. More than one-half of the students at Minnesota Metropolitan State College and the Community College of Vermont also reported that the acquisition of skills for a job was very important.

Three other possible educational objectives were of some importance to a majority of students in certain programs, but not in others, as shown below:

	"Important"	*"Not at all important"*
Increase appreciation of art, music, literature, and other cultural expressions	Oklahoma BLS Brockport BA/LS Syracuse ISDP Roosevelt BGS Goddard ADP Minnesota Metro. Miami-Dade LL	J. Hopkins EC C. Michigan IPCD Florida Int. EDP CC Vermont
Develop an understanding and appreciation of science and technology	Oklahoma BLS Brockport BA/LS Syracuse ISDP Roosevelt BGS Miami-Dade LL Undergraduates at J. Hopkins EC and C. Mich. IPCD	Florida Int. EDP Goddard ADP Minnesota Metro. CC Vermont Graduate students at J. Hopkins EC and C. Mich. IPCD
Become involved in social and political concerns	Oklahoma BLS, Brockport BA/LS Roosevelt BGS Minnesota Metro. Miami-Dade LL	Syracuse ISDP J. Hopkins EC C. Michigan IPCD Florida Int. EDP Goddard ADP CC Vermont

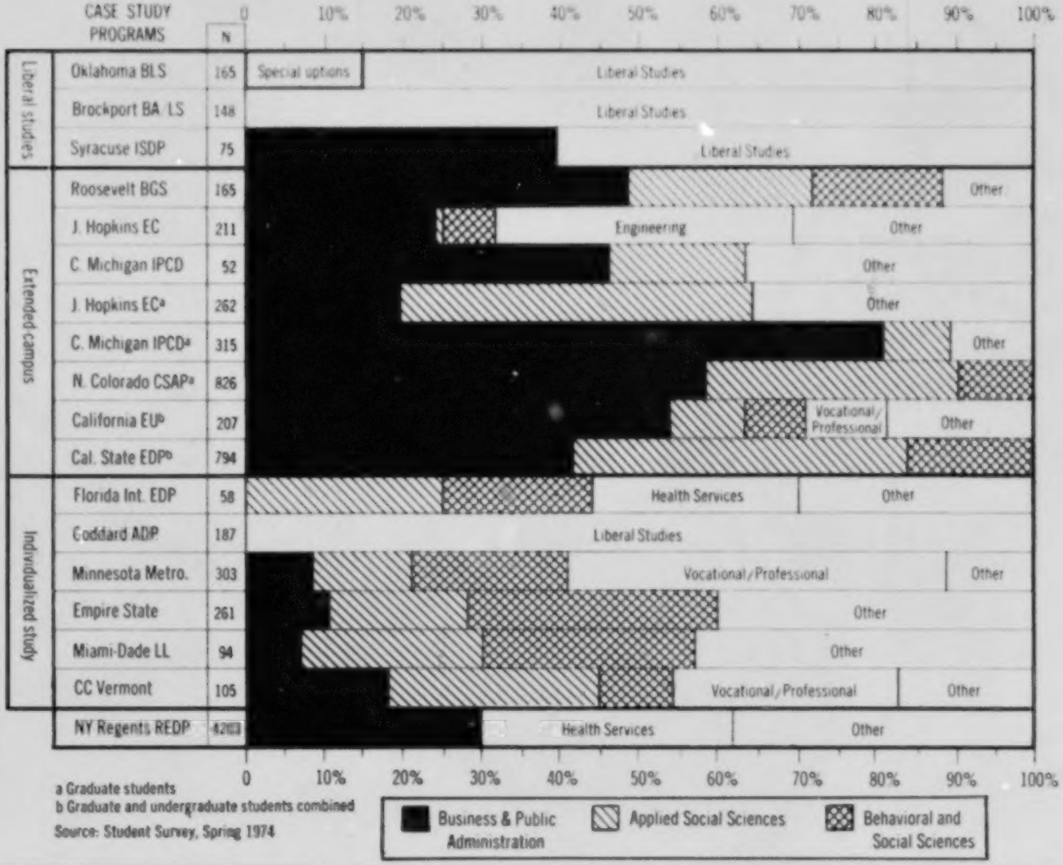
The students were also asked to indicate which *one* educational objective was most important to them. There was no consensus in any of the programs, but the desire for personal enrichment, to have a college education, and to develop skills for a job were among the most important reasons. There was great variation among programs: More students at Minnesota Metropolitan (30 percent) and Life Lab (21 percent) reported social and political concerns as most important; developing a new career was most important to from 10 to 15 percent of the students in the program at Johns Hopkins and the graduate students in the Northern Colorado and Central Michigan programs; and meeting academic requirements necessary to enter a profession and/or graduate school was the most important objective to students in programs offered by Empire State (21 percent), Goddard (20 percent), Florida International (12 percent), and Syracuse (11 percent).

Areas of Study Pursued. There is naturally a close relationship between the subject areas pursued by students and the curricular offerings of the various programs. In a sense, the proverbial query about "the cart or the horse?" applies here, for it is difficult to determine which comes first--the students or the curriculum. It is apparent from Figure 5 that in several of the institutions the concentration of student interest is in vocational and professional areas such as business, public administration, applied social sciences (education, criminal justice, urban planning, human services, etc.), and health services. But since these are the fields in which many of the institutions have planned and executed programs, it is understandable that they would attract large numbers of students. Of course, this is much more common in programs of the extended-campus approach than it is in those using the other two approaches, especially those devoted to the liberal studies.

It is interesting to note that both the offerings and student interest in particular subject areas in extended programs tend to parallel curriculum and enrollment trends in traditional programs, where there is increasing interest in applied fields. A modest difference between nontraditional students and the entering freshmen in 1973 was the proportion attracted to the natural and physical sciences. Fourteen percent

Figure 5

Students in the Most Common Fields of Study, by Program, in percentages



a Graduate students
b Graduate and undergraduate students combined
Source: Student Survey, Spring 1974

of the 1973 freshmen gave natural and physical sciences as their declared major, whereas not more than 9 percent of the students in any one of the programs in our sample were enrolled in the sciences. Among the possible reasons for this difference is that beginning college students do not always enroll in sciences by choice, but rather because it is either a general education or pre-professional requirement. Also, in the programs we studied, there were limited science offerings, partly because of the lack of laboratory and other science teaching facilities in extended programs. This naturally affected enrollment trends.

WHAT ATTRACTED STUDENTS TO THE PROGRAMS?

Extended degree planners are always concerned with the question of how people become sufficiently interested in programs to enroll in them. It is, of course, one thing to plan a program for a target audience and another to attract even those for whom the program was planned. The problem is less acute, naturally, in those instances where programs are designed at the request of agencies such as the military or industrial, which in a sense offer a "captured clientele" for the institution. The problem is both greater and more complex for institutions that simply make their program available to the public-at-large. They must be concerned with whether there really is a ready and waiting audience, to what extent those who eventually enroll do so in response to publicity concerning the program, and whether potential students are more likely to enter a traditional type of program or a new unconventional program of the extended type.

In all but two of our programs, between two-thirds and three-fourths of the students reported that they had first considered enrolling in a traditional program. Evidence from interviews and questionnaires suggests that they compared the flexibility inherent in the extended program with the more rigid nature of the traditional programs and cast their lot with the former. In fact, many of them indicated that flexibility of scheduling, location of instruction, and the opportunity to study part time were primary factors in attracting them (see Table 7 in the following chapter). Students in the liberal studies programs and in the individualized programs also indicated that the "independence" allowed was a prime factor. In those programs where credit was given for life experience, students were inclined to list this as a definite attraction, since it is a primary means for reducing the time required for a degree. The programs at Roosevelt and Central Michigan also afford other means of shortening the time required to earn a degree, and it is natural that students in the programs at these two universities should rate this advantage as one of the reasons for their being [illegible]ed.

Interestingly enough, the "reputation of the program" was not as important to the students in extended programs as it seemed to be in traditional programs, where 49 percent of the 1973 entering freshmen (Astin, et al., undated) reported that the good academic reputation of the institution was a "very" important reason for selecting their college.

In general, students seem to have selected the programs more or less on their own; most of them reported that such factors as employer or family encouragement or having friends in the program had little influence on their decision. And very few gave as their reason for entering that it "might be an easy way to obtain a degree."

STUDENTS IN AN EVENING COLLEGE AND THOSE IN OTHER EXTENDED DEGREE PROGRAMS COMPARED

Many evening colleges throughout the country have a long history and offer extensive programs leading to baccalaureate and graduate degrees. With the development of other types of extended degree programs, we were interested in how the new programs compare with those in the evening colleges and particularly with how the students in the two types of programs compare. Thus, we decided early to include in our study one university evening college--the one at The Johns Hopkins University. And although we are not able to generalize about differences between students in newly designed forms for extending education and those in university evening colleges in general, we are at least able to make comparisons between the undergraduates in the programs we studied and those in The Johns Hopkins' Evening College.

In general, we found that in comparison with our other programs, the undergraduate programs in The Evening College at Johns Hopkins enrolled much younger men; more of its students were more likely to be employed full time in a professional field and to have participated in fewer educational experiences following high school; and their educational objectives were more occupationally oriented. The Evening College enrolled the smallest proportion of government employees and the smallest number planning to go beyond the BA degree. It had the highest proportion of students in all programs who were most interested in pursuing a degree to increase their income, acquiring specific skills useful on the job, and developing a new career. Their interests, in short, were highly pragmatic.

It may be, of course, that the differences between students in other programs as compared with those at Johns Hopkins are related, in part, to the fact that this institution is the primary instrument for part-time, upper-division education in the greater Baltimore area. Its students may not be typical, therefore, of evening colleges that operate in communities in which there are more opportunities for part-time students. Also, although we found that many students at Johns Hopkins would have liked to accelerate their degree program, we should recognize that, in general, traditional evening college programs tend to serve a limited geographical area and cater to a clientele that can pursue work slowly.

CONCLUSION

The information about the students enrolled in the various programs we studied may or may not come as a surprise to those who read this report. The students naturally differ in many ways from traditional college students in that they are older; married, with family responsibilities; employed, usually full time and often in professional and managerial occupations; highly motivated; and with some previous college experience. But in some respects, they appear simply to be older versions of the 18 to 24 college-age group.

As has been touched on before, in some of the programs we found few of the types of students who had been expected to be attracted, primarily perhaps because the programs were designed to attract a special clientele. It may also be, however, that the interest in degree programs on the part of housewives, ethnic minorities, and other nontraditional students is not as great as has been projected. There does seem to be a ready market of the kinds of students we did find enrolled--for the most part those whose previous education had been interrupted and who hold jobs for which there is a recognized need for upgrading. If there is such a backlog of ready students, there is the possibility that over time it may be reduced and attention will turn to the recruitment of housewives and educationally disadvantaged people. Perhaps there will then be a greater emphasis on undergraduate extended degree programs. When we raised the question with personnel in a number of institutions about the eventual saturation of certain markets, some concern was certainly expressed. Still another factor that may cause institutions to look for a still newer clientele is the likelihood of declining enrollments and the need to recruit new students to offset the decline.

Meanwhile, there does indeed seem to be a pool of potential part-time students of the kinds who are now seeking degrees, and the problem of how best to serve them is before us.

IV.

Curricula and Modes of Instruction

The most important elements of any extended degree program are curriculum and method of delivery, and program designers can choose from a wide variety of subject offerings and methods for making them available. Central issues to be considered with respect to content include matters of breadth, depth, and provisions for general education, as well as subject area concentrations and the desired balance between specialization and generalization. Issues related to the mode of instruction, or more popularly, the "delivery system," relate to format (for example, independent studies, etc.), scheduling, pace, and the location of instructional services. The External Degree Program of the New York Regents, exclusively a noninstructional degree program, is described separately in this chapter and provides some interesting contrasts to the other case study programs treated here.

Closely allied both to curriculum and method of delivery, and a particularly distinctive feature in a number of extended degree programs, is the use of alternative learning resources. These resources can include such devices as self-programmed instructional materials, use of museums and other community resources, and human resources, such as professionals in the local community and technical specialists. Of particular interest in extended degree programs, especially in those which are offered on a regionalized basis, is the manner in which library and other printed reference material is made available to learners.

In our discussion of program characteristics, we address the following three questions:

1. What is the nature of the curricula and methods of delivery used in our case study programs, and to what extent do the programs appear to be meeting the needs of students?

2. What do students and staff perceive as the relative strengths and weaknesses of the curricula and delivery methods illustrated by the different approaches outlined in Chapter II?

3. To what extent are alternative learning resources used, and how are they developed and provided?

CURRICULUM AND CONTENT

While we have organized much of the discussion of program curricula around three major approach areas, the reader is reminded that no two programs--even in the same approach category--are exactly alike either in content or modes of instruction.

In Chapter III we reported the large proportions of students who were studying in vocational or professional areas, and as can be seen in Appendix D, our case study programs indeed illustrate a wide range of curricular offerings leading to degrees. While a few programs offer only one degree, such as the Bachelor of Arts offered by Goddard's Adult Degree Program, most of those associated with a host institution or offering individualized programs provide a wide range of degree concentrations. With the exception of the liberal studies programs and some of the individualized study programs, degree concentrations such as human services, criminal justice, business administration or management, public administration, community studies, urban studies, health services, and nursing predominate. Most of these areas relate to occupations in the service sector of the economy.

It should be emphasized, however, that extended-campus programs such as those of the two California systems, Johns Hopkins, and Roosevelt, also offer degree work in a variety of traditional disciplines and fields of study, such as economics, history, physics, philosophy, mathematics, and engineering. And some programs of the individualized study approach, such as Empire State College and the External Degree Program at Florida International University, also have degree programs in traditional areas like the arts and history.

In the survey of students, we asked them for opinions about the adequacy of the range of subjects offered and the extent to which their needs had been met for "flexibility in the curriculum" and for "total independence in selecting topics of study" (see Table 3).[10] The columns titled "Need met" combine two response categories "much" and "some." In each program surveyed, less than half of the students indicated that they would like to study in a field or discipline not currently offered in their program, suggesting general student satisfaction with the curricula available to them. However, at least one-fourth of the students in all programs indicated they would like to have additional fields of study or disciplines added. While not shown in Table 3, of those students who wanted additional areas of study offered, business and education were more frequently mentioned than foreign languages, mathematics, composition, natural science, and laboratory science, although rarely was there consensus among students in any one program.

With the exception of the Oklahoma program, a majority of students in all programs felt their needs for flexibility and independence had been met. The proportions of students who felt satisfied, dissatisfied, or who felt they had "no need" for such program features in the course of their studies varied widely

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[10] Unless otherwise indicated, comparable data were not available in the tables and charts presented in this chapter for the following five programs: those offered by the University of California system, the California State University and Colleges system, the University of Northern Colorado, Empire State College, and the Regents External Degree Program.

TABLE 3

STUDENT SATISFACTION WITH CURRICULUM, BY PROGRAM, IN PERCENTAGES

Programs	N	Want other field of study added[a]	Flexibility in curriculum[b] Need met	Flexibility in curriculum[b] Need not met	Flexibility in curriculum[b] Did not need	Total independence in selecting my own topics of study[b] Need met	Total independence in selecting my own topics of study[b] Need not met	Total independence in selecting my own topics of study[b] Did not need
Liberal studies								
Oklahoma BLS	602	44	69	16	11	[illegible]	36	14
Brockport BA/LS	148	44	84	8	5	76	12	7
Syracuse ISDP	88	48	86	10	3	61	31	1
Extended-campus								
Roosevelt BGS	173	27	85	8	5	78	14	6
J. Hopkins EC	235	37	64	19	15	67	22	10
C. Michigan IPCD	64	45	62	19	5	56	25	6
J. Hopkins EC[c]	339	40	74	12	12	64	19	15
C. Michigan IPCD[c]	331	35	89	5	3	75	13	9
Individualized study								
Florida Int. EDP	60	28	85	5	5	79	10	7
Goddard ADP	262	37	94	-	4	97	-	1
Minnesota Metro.	355	30	93	1	3	96	1	1
Miami-Dade LL	186	39	89	5	3	94	2	1
CC Vermont	249	39	57	6	22	69	2	17

[a] Percentages not shown for "No" and no response.
[b] Percentages not shown for no response.
[c] Graduate students.

Source: Student Survey, Spring 1974.

by program, as can be seen in Table 3. Even within approaches, student responses to these questions varied considerably by program.

The following discussion of the curricula offered by our case study programs, organized by major approach, is based on interviews with program staff and students and reviews of program documents, as well as on detailed survey data.

LIBERAL STUDIES PROGRAMS

The liberal studies programs in our study have increasingly recognized the need for greater flexibility of curricula. These programs were originally designed to provide a complete, four-year general education covering the humanities, social sciences, and natural sciences, with a focus on the enrichment of adult lives; Syracuse's Independent Study Degree Program emphasizes mathematics as a fourth area. The assumption of the program originators was that most adults would not be interested in vocational areas of study, since they would already be well-established in occupational careers. Over time, however, program administrators found that the appeal of liberal studies programs was somewhat limited precisely because of the very generality of the curriculum.

In recent years, both government agencies and a number of industrial employers have shown an increased interest in degree programs which address the immediate job needs of their employees. And it evolved that many adults, even those not closely attached to the labor market, were more interested in acquiring job-related skills than in achieving a broad, general education. Liberal studies programs have responded to these trends by providing more curricular options than they originally planned for. Nevertheless, more than two in five students in the three liberal studies programs reported that they would like other fields of study offered (see Table 3), a greater proportion, except for undergraduates in the Central Michigan program, than for all other case study programs.

While the Oklahoma Bachelor of Liberal Studies program did include specialty options in management studies and education studies at the time of the survey, students who would have liked additional areas of study offered nevertheless indicated, along with interests in mathematics and foreign languages, an interest in business, thereby suggesting either 1) that these were students who had entered the program before the management studies option was introduced, or 2) that some students may have wanted to do some work in the area of business without taking a degree in management studies.

The Brockport Bachelor of Arts in Liberal Studies program has maintained the three basic areas of study, allowing a variety of disciplinary options, and arranging internships for some of its students. But it does not offer programs in business and education, and nearly one-half of the Brockport BA/LS students who indicated in the survey that they would like other disciplines added were interested in those two disciplines. The Syracuse ISDP has added a business administration option in response to changing student interests, but two-thirds of the 42 students who indicated an interest in other areas of study would like foreign languages to be offered, and over one-third of them were interested in the field of education.

Students in the Oklahoma BLS program were less likely than other liberal studies students to feel that their need was met for flexibility in the curriculum and for independence in selecting their topics of study. The higher proportions of students satisfied with the flexibility of the curriculum at Brockport and Syracuse may reflect the relatively greater selection of sub-areas of study afforded students within the three basic areas of study. Three-fourths of the Brockport BA/LS program students were satisfied with the independence they were allowed in selecting what they wanted to study, again reflecting the variety of options (such as course work, educational television, and internships), open to the students in that program. In contrast, about one-third of the students in the Oklahoma and Syracuse programs felt that their need for freedom in selecting subjects was not met--a greater proportion than was found in any of the other extended degree programs we surveyed.

Whether the liberal studies programs, called on to satisfy certain specialized vocational needs, will eventually change in character remains to be seen. We sensed a deep commitment to providing both the kind of education which the very names of the programs imply, and also to adjust to new emerging student interests. But it may be that even with the introduction of additional curricular options, the broad subject area degree requirements will preclude these programs from attaining the kind of flexibility now available in other extended degree programs, as for example, in individualized study programs.

EXTENDED-CAMPUS PROGRAMS

In general, although both curricular and degree requirements are relatively prescribed in extended-campus programs, these programs are novel precisely because they extend conventional subject-area offerings to students by means of flexible modes of instruction. As Appendix D shows, Roosevelt's BGS program and The Evening College at Johns Hopkins offer a wide variety of degree area concentrations, made possible by the fact that most instruction in these programs is provided on-campus. The programs offered by the two California systems also list a variety of areas for degree study, although only from one to three are offered by any one campus, with few exceptions.

The two geographically dispersed extended-campus programs also list a number of concentrations, but at any one off-campus instructional site the number offered is limited. Nearly one-half of the undergraduates surveyed at Central Michigan's Institute for Personal and Career Development said they would like other areas of study added to the program. Of these, nearly one-half indicated interest in education, and only somewhat smaller proportions were interested in a variety of fields.

As shown in Table 3, somewhat fewer students in extended-campus programs than those in individualized study programs felt their need for flexibility in the curriculum had been met. Two exceptions to this overall picture were the graduate students in the Central Michigan program and students in the Roosevelt BGS program, who were more likely to be satisfied with the flexibility of their respective curricula than students in other extended-campus programs. Students in the other programs of the extended-campus approach were more likely to feel their need for flexibility was not met, or that they had no need for such flexibility.

The flexibility identified by students in the Roosevelt program is probably related to the opportunity to fulfill the undergraduate general education requirement through three senior seminars with variable content themes, and to select a subject area concentration from among more than 20 options by completing courses offered in the regular university academic departments. Both the traditional disciplines and opportunities for designing specialized concentrations are available. In the case of Central Michigan, the graduate offerings are highly specialized in content and are generally tailor-made to meet the needs of the particular student groups served. The need for independence in selecting their own topics of study was also met for most students in the Roosevelt program and in the graduate program offered by Central Michigan; only a little over half of the undergraduates in the Central Michigan program responded similarly, perhaps because of the limited and specialized undergraduate course and degree options available at the site locations.

The extended-campus approach does offer certain advantages with respect to curricular options, provided the limitations of off-campus instructional locations are recognized. The programs at Roosevelt, The Evening College at Johns Hopkins, and the program offered by the Davis campus of the University of California system are examples among our case studies in which many, if not all, of the on-campus curricular options are available to students who wish to earn a degree by taking classes at more convenient times. Such a wide range of curricular offerings is possible because the classes are held either on-campus or nearby, so that laboratory and other instructional facilities are readily available--frequently not the case in off-campus instructional locations.

Another possible advantage of the extended-campus approach in terms of curricular options is illustrated by several of our case study programs. When a specialized degree program is offered through a single school or department, program administration is simplified. However, such an arrangement makes it very difficult for extended-campus programs to offer interdisciplinary degree options, or degree concentrations which require the cooperation and support of several departments (as when schools of social work require their students to take courses in psychology or sociology).

The extended-campus programs offered at off-campus instructional locations by some University of California campuses, the California State University and Colleges system, and the Central Michigan and Northern Colorado programs generally provide more limited options, and often emphasize graduate level study. Because staff and material resources are limited, providing a full range of curricular and degree offerings at either the graduate or undergraduate level is virtually impossible for programs which operate at locations geographically some distance from the host campus.

There are several other reasons for the limited curricular options in some extended-campus programs. Because the programs offered by four of the six institutions adopting this approach were young (none more than five years old), and because of always limited resources, curricular options could only be expanded slowly. The two older programs still primarily emphasize on-campus offerings. Also, some of the extended-campus programs have encountered difficulties negotiating degree offerings with certain schools and departments in the host institution.

INDIVIDUALIZED STUDY PROGRAMS

By their very nature individualized study programs can offer greater flexibility and choice to students than can programs of the other two approaches. It is evident from the data in Table 3 that somewhat fewer of the students in individualized study programs wanted other fields of study offered; further, many of those who did, named very specialized interest areas. Not surprisingly, in the main more students in the individualized study programs than in programs of the other two approaches indicated that their needs had been met for flexibility in curriculum and independence in choice of study area.

The individualized study approach allows a full gamut of curricular topics from traditional disciplines such as sociology and English literature to "newer" types of courses, such as music therapy and rehabilitation counseling. Many topical areas of study are in evidence in individualized study programs, often reflecting vocational interests in such areas as drug use and abuse, social gerontology, and computerized legal research. While inherently flexibile, individualized study programs may encounter serious problems in implementing students' degree plans. The difficulties surrounding the identification and coordination of learning resources appropriate to each student's program are discussed in the concluding section of this chapter. The individualized character of these programs also requires that considerable staff time and effort be devoted to ensuring that students fully understand program requirements and expectations. A further problem can develop when program curricular options or degree requirements change, which occurs in new programs which are still in flux, or in older programs when they are in the process of attempting to accommodate to a new clientele. Students may become confused or resentful if not kept up to date on recent program developments.

In the course of our study we detected a tendency in some individualized study programs to move away from tailor-made study opportunities and towards greater standardization of curricular offerings. There are several reasons for this. First, due to the press of time and resources, and after some experience in a program, faculty begin to identify common curricular interests among students, and over time learning contracts take on at least a few standardized features. Second, the pressure for some standardization is also felt by students, who in their attempts to build viable study plans often turn to already completed contracts for inspiration in choosing study topics and learning resources. Third, some standardization makes the nuts and bolts of individualized study programs much more comprehensible to students, staff, and outsiders.

VOCATIONAL AND PROFESSIONAL CURRICULAR OPTIONS

As was shown in Chapter III, Figure 5, many of the extended degree program students we surveyed were studying in vocational and professional areas, except in the liberal studies, where such options had only recently been introduced. Since students not only in liberal studies programs but also in programs of the other two approaches indicated in the survey an interest in education and business, among other areas, perhaps a word should be said about the difficulties encountered by some of our case study programs in offering areas of degree study which are monitored by professional associations or which involve special certification.

All of the programs with graduate level work offer master's degrees in administration or business administration. However, only one or two programs offer a traditional Master's of Business Administration. Such programs have in essence duplicated their on-campus curricula at nearby off-campus instructional locations. Other programs offer a Master of Arts in Business Management, or simply in Business, by developing curricula which are similar to the traditional MBA, yet do not share the same requirements as the on-campus programs.

Undergraduate concentrations in business through independent study are offered by the Oklahoma BLS Program and in Syracuse's ISDP as specialty options. And study in some professional areas is also possible in the individualized study programs, as at Empire State and Minnesota Metropolitan. Empire State has pursued the possibility of offering a Bachelor of Professional Studies as well as a teaching certificate at the elementary and secondary levels. However, specializing in business had not been possible in Florida International's individualized EDP because the university's School of Business and Organizational Sciences had not agreed to participate in the program.

Any attempt to offer concentrations in early childhood, elementary, or secondary education presents other problems, since practice teaching and other special certification requirements are integral to degree work in these areas, and few programs are able to provide degree work in education to students who live beyond commuting distance. However, the Goddard Adult Degree Program, which emphasizes the individualized study approach but serves numerous students who do not live in Vermont, has developed a program which allows students to become certified teachers. Program staff work with students to develop the necessary teaching skills, but the student is responsible for arranging his practice teaching experience with a school in his local area and for meeting the requirements for certification in his home state, if it is other than Vermont. The Vermont State Department of Education will automatically certify any student in the ADP Teacher Education Program who has been recommended by the college.

Another example of an extended degree program which has incorporated the practicum is that of the New York Regents, which offers an Associate in Applied Science in Nursing degree for which a series of examinations have been developed by nursing educators. The culminating requirement for the degree, which took several years to design, is a two-day performance examination which takes place in an actual hospital setting, and thus is expensive to administer. Clearly, many students in extended degree programs have an interest in vocational or professional studies, and some of our case study examples indicate that extended degree programs can in one way or another provide such curricula.

SCIENCE AND MATHEMATICS CURRICULAR OPTIONS

One of our original concerns was the extent to which extended degree programs offer curricular options in the natural sciences and mathematics. We found that these subject areas are either not offered or are not particularly popular among students in the programs we studied. Even in the individualized study programs and in extended-campus programs which offer a wide variety of degree areas, such as those at Roosevelt and Johns Hopkins, few students reported science as a concentration in the student survey. On the other hand, science is an integral part of the liberal studies programs; the Syracuse, Oklahoma, and Brockport programs require students to complete a natural science area covering many different disciplines in both the biological and physical sciences. Only in the Syracuse program, however, are students expected to demonstrate an advanced understanding of mathematics. Staff at Syracuse also have developed packaged units of study in the sciences that can be undertaken independently at home.

However, programs which have attempted to devise new means of delivering the sciences have encountered difficulties in trying to go beyond introductory materials. Even with the provision of home laboratory kits, as those at Syracuse, offering natural science has proved problematic. In a study evaluating the use of British Open University science materials in three American colleges and universities, Hartnett et al. (1974) discovered similar problems. Faculty making use of "Open U" science materials reported that while five basic science courses were available, not enough specialized material was yet on the market to provide students with the necessary background to continue at a higher level.

With the exception of areas such as medical technology and similar applied sciences, extended degree program staff considering offering natural science options should expect to encounter difficulties. Part of the problem is the apparent lack of serious interest in science on the part of extended degree program students. Less than half of the students in any of the programs surveyed said they wanted additional areas of study added, and no more than 28 percent of these indicated they would like a natural or laboratory science option. But even if larger numbers of students were interested, advanced work in the natural sciences is difficult to deliver, especially if laboratory facilities and specialized staff are not conveniently available. This picture may change definitively, although gradually. During the course of our study we did observe increased use of laboratory facilities and specialized staff members from local industries, hospitals, and commercial organizations, particularly in individualized study programs, but also in some extended-campus programs.

MODES OF INSTRUCTION

Modes of instruction or delivery systems are the vehicles through which subject area content is provided to the learner, and as such are of particular importance in extended degree programs, emphasizing as they do accommodation of educational programs to the particular life and occupational circumstances of the student. Our case study programs illustrate a wide range of options with respect to the format, scheduling, pace, and location of instructional services.

Although there is overlap in the types of delivery systems adopted by programs of the various approaches, in general each approach is characterized by major emphasis on a particular combination of delivery systems. Survey data confirmed a relatively heavy reliance on independent study and seminars in the liberal studies programs, major emphasis on small classes and lecture classes in the extended-campus approach, and the use of multiple modes of instruction in individualized study programs.

INSTRUCTIONAL FORMATS

The extended degree programs in our study use a considerable variety of instructional formats, including conventional ones such as classes and seminars as well as less conventional ones like community internships and programmed instruction. Table 4 shows the various learning modes which students reported having experienced in their respective programs. Most striking is the fact that in programs of all three approaches, students reported having experienced a remarkably wide range of different learning modes. This suggests that while in any one program there may be special emphasis on preferred modes of instruction, a number of other modes of instruction are available and students do take advantage of them.

A majority of students in all programs surveyed (and much higher proportions in some) indicated that they had been in small classes with instructor-led discussions. Generally, somewhat lower but still significant proportions said they had been in seminars or student-led discussion groups. With the exception of Minnesota Metropolitan, a majority of students in all programs surveyed--and again many more in some--reported having had lecture classes.

The survey question concerning instructional modes asked students to indicate whether or not they were satisfied with each mode they had experienced. From data not presented here in tabular form, it was clear that with a few exceptions a majority of students across programs were satisfied with each of the modes. Asked to indicate which of these forms of instruction had been most satisfying to them, a majority in all programs reported that "small classes," "independent study or tutorials," or "seminars" were most satisfying. Three in ten students at the John Hopkins program said their lecture classes were most satisfying, and the same proportion at Minnesota Metropolitan reported that "course of study involving community study or internships" was most satisfying. A slightly smaller proportion of students in the Brockport program cited "classes at another college while in the program," and a similar proportion of students in the Miami-Dade program indicated "video or audio cassettes, records, or other media." In the survey of their students conducted by the University of Northern Colorado's Center for Special and Advanced Degree Programs, students were given the opportunity in a write-in question to indicate the "best" aspects or features of the program. Thirty-eight percent mentioned the intensive study and short courses as the best features.

Students were also asked in the survey to indicate which of the eleven instructional modes shown in Table 4 they have not experienced but wanted to experience. While there was not a great deal of agreement within or across programs, more than 20 percent of the students in seven programs said they wanted "a course of study involving community experiences or internships." Six of the seven programs have relatively prescribed curricula and degree requirements and place little emphasis on the use of learning modes other than classes, seminars, and independent study. A majority of the students in the seventh program, CCV, enroll in the program on a nondegree course-to-course basis, and are less likely than degree students to be aware of internships and other such options.

SCHEDULING AND LOCATION OF LEARNING EXPERIENCES

Students in our case study programs were asked to indicate whether each of several program features

TABLE 4

MODES OF INSTRUCTION STUDENTS EXPERIENCED WHILE ENROLLED,
BY PROGRAM, IN PERCENTAGES

Programs	N	Learning experiences while in program[a]				
		Small classes with instructor-led discussions	Lecture classes	Classes at another college	Independent study or tutorial	Seminars, student-led discussion groups
Liberal studies						
Oklahoma BLS	502	54	52	5	88	70
Brockport BA/LS	127	70	58	39	82	67
Syracuse ISDP	75	89	9[illegible]	8	88	31
Extended-campus						
Roosevelt BGS	138	88	83	10	25	72
J. Hopkins EC	196	76	97	4	8	23
C. Michigan IPCD	36	84	78	50	53	72
J. Hopkins EC[b]	246	66	90	8	14	40
C. Michigan IPCD[b]	188	84	78	7	40	73
Individualized study						
Florida Int. EDP	29	59	66	31	86	48
Goddard ADP	176	87	56	22	96	82
Minnesota Metro.	269	86	45	24	79	41
Empire State	261	c	c	13	44	33
Miami-Dade LL	86	67	68	28	93	79
CC Vermont	66	93	50	6	32	39

Programs	N	Learning experiences while in program[a]					
		Programmed instruction, learning modules	Films	Video or audio cassettes, records, or other media	Study involving community experiences, internships	Laboratory courses	Correspondence courses
Liberal studies							
Oklahoma BLS	502	14	46	22	5	5	46
Brockport BA/LS	127	24	68	40	22	15	40
Syracuse ISDP	75	36	28	73	11	75	73
Extended-campus							
Roosevelt BGS	138	19	71	45	38	18	5
J. Hopkins EC	196	11	47	25	25	65	2
C. Michigan IPCD	36	19	56	50	73	11	17
J. Hopkins EC[b]	246	7	44	29	14	13	2
C. Michigan IPCD[b]	188	28	65	48	21	10	4
Individualized study							
Florida Int. EDP	29	27	51	41	35	7	24
Goddard ADP	176	7	75	50	41	4	32
Minnesota Metro.	269	32	23	24	63	6	5
Empire State	261	27	4	c	57	c	9
Miami-Dade LL	86	52	64	97	77	10	6
CC Vermont	66	20	45	44	26	11	2

[a] Analysis excludes the responses of new students (those who had participated in the program for six months or less), except for Empire State students. Percentages not shown for "Have not had and wanted," "Have not had and did not want," and no response.

[b] Graduate students.

[c] Comparable data not available.

Source: Student Survey, Spring 1974.

had met their needs for flexibility in scheduling classes or other learning experiences and convenience of location for classes or seminars. The "much" and "some" replies are combined as "Need met" in Table 5. A majority of students in all programs we surveyed said their need for flexible scheduling was met. In the survey of their students conducted by the University of California's Extended University, 66 percent said the scheduling of courses was either "very" or "fairly" adequate. These data suggest that the extended degree programs in our study in general are indeed accommodating the particular constraints adults frequently have on their time. Over 90 percent of the respondents at Minnesota Metropolitan and in the Life Lab program at Miami-Dade indicated their need for flexible scheduling was met either much or some, demonstrating almost complete consensus among students on the availability of this program feature.

When asked about convenience of location for classes or seminars, a majority of students in all programs surveyed said their need was met. Perhaps more interesting, over 75 percent of the students in all five extended-campus programs indicated their need for convenience of location was met. These programs, which rely primarily on regular coursework, seem to be meeting student need in this area very well, and the key is probably in providing a variety of instructional locations. With the exception of the Roosevelt and Johns Hopkins programs, which offer classes primarily on-campus, classes in extended-campus programs are frequently taken to where the students are--community centers and community colleges--or where target student groups are clustered because of employment--in automobile factories, on military bases, or in government offices.

In three of the individualized study programs, 85 percent or more of the students said their need for convenience of location was met. Two of these programs are located in and serve greater urban areas where students are concentrated (Minnesota Metropolitan and Miami-Dade's Life Lab), and the third one, Community College of Vermont, offers its educational services at regional units throughout a seven-county area. However, fewer of the students in programs which combine independent study at home with resident seminars on

TABLE 5

EXTENT TO WHICH STUDENTS FELT THEIR NEED WAS MET FOR FLEXIBLE SCHEDULING AND CONVENIENT LOCATION OF CLASSES OR OTHER LEARNING EXPERIENCES, BY PROGRAM, IN PERCENTAGES

Programs	N	Flexible scheduling (classes or other learning experiences)[a]			Convenient location for classes or seminars[a]		
		Need met	Need not met	Did not need	Need met	Need not met	Did not need
Liberal studies							
Oklahoma BLS	602	64	7	24	52	29	15
Brockport BA/LS	148	73	9	13	71	24	3
Syracuse ISDP	88	74	14	11	57	28	14
Extended-campus							
Roosevelt BGS	173	87	8	4	89	9	2
J. Hopkins EC	235	59	24	15	77	18	5
C. Michigan IPCD	64	67	14	5	83	5	-
J. Hopkins EC[b]	339	58	17	22	85	10	4
C. Michigan IPCD[b]	331	86	8	4	92	6	-
Individualized study							
Florida Int. EDP	60	80	5	8	72	3	17
Goddard ADP	262	73	6	18	43	24	28
Minnesota Metro.	355	93	4	2	86	10	3
Miami-Dade LL	186	91	2	4	85	9	4
CC Vermont	249	64	5	27	87	2	2

[a] Percentages not shown for no response.
[b] Graduate students.

Source: Student Survey, Spring 1974.

campus (the three liberal studies programs and the Goddard program) reported their need for a convenient location was met. And students in these four programs were more likely than students in the other programs to feel that their need in this area was "not met." In these programs students frequently live and work some distance from the home campuses, in many cases in other states, making it difficult to get to the campus for the required periods in residence.

STUDENT-FACULTY CONTACT AND PEER GROUP INTERACTION

A basic issue to be resolved by institutions as they plan and implement extended degree programs is the extent to which opportunities for interaction among students and between students and faculty should be provided, and the form this should take. Extended degree programs have sometimes been criticized because students may work in isolation and be deprived of the benefits generally believed to accrue from peer interaction and stimulation from faculty.

The opportunity for peer and faculty contact is of course largely a function of the modes of instruction emphasized by extended degree programs. Programs of the liberal studies and individualized study approaches face greater difficulties in this respect than do extended-campus programs, since in the former, major emphasis is frequently placed on independent study. Some of these programs rely quite heavily on telephone and written communication between students and faculty. Even in the extended-campus programs, however, taking classes to where the students are located and/or offering coursework at night or on weekends may place serious time constraints on both students and faculty and result in less interaction than typically takes place in conventional classroom arrangements. Interviews with faculty participating in extended-campus programs as well as with faculty from the host institution not participating in such programs revealed concern that opportunities for face-to-face contact between faculty and students in these programs may be too limited.

All of the programs in our study ensure that students and faculty meet face-to-face periodically, and all provide students with at least some opportunity to come together with their peers in an educational setting. In the liberal studies programs and the Goddard Adult Degree Program, students attend on-campus group resident periods of varying duration and frequency. These resident sessions may provide opportunities for seminars, small classes, lectures, and/or discussion groups, all means by which students and faculty interact on a face-to-face basis. In addition, without exception students meet with faculty on a one-to-one basis during resident periods to review completed work or plan the next phase of independent study. Students in several liberal studies programs and in some individualized study programs also meet formally or informally at their own initiative in their local communities from time to time.

The emphasis on regular classroom study in extended-campus programs guarantees that students will have the opportunity to interact with their peers to some extent. To encourage closer contact, some of these programs make provision for seminars, discussion groups, and even tutorials.

Structuring arrangements for peer group interaction in individualized study programs is made difficult by their individualized nature. On the other hand, the one-to-one faculty-student relationship often typical in these programs does ensure student-faculty contact, although it may well be through telephone or correspondence rather than face-to-face. However, because effecting the desired frequency and regularity of interaction between students and faculty has proved to be a problem in some individualized study programs, these programs have adopted a variety of means to regularize student-faculty contact. Whereas at Empire State agreement concerning the frequency of contact is reached jointly by mentor and student, and varies considerably both within and among the various learning centers and units, at Miami-Dade's Life Lab program students are required to meet with their staff programmer at least four times a term. In some individualized study programs, students are encouraged to take classes at the home campus or at other colleges or universities, but this does not generally result in their interacting with students from their own programs. Both Minnesota Metropolitan and Community College of Vermont offer a considerable number of small classes, and to encourage interaction, Empire State is increasing the availability of such learning experiences.

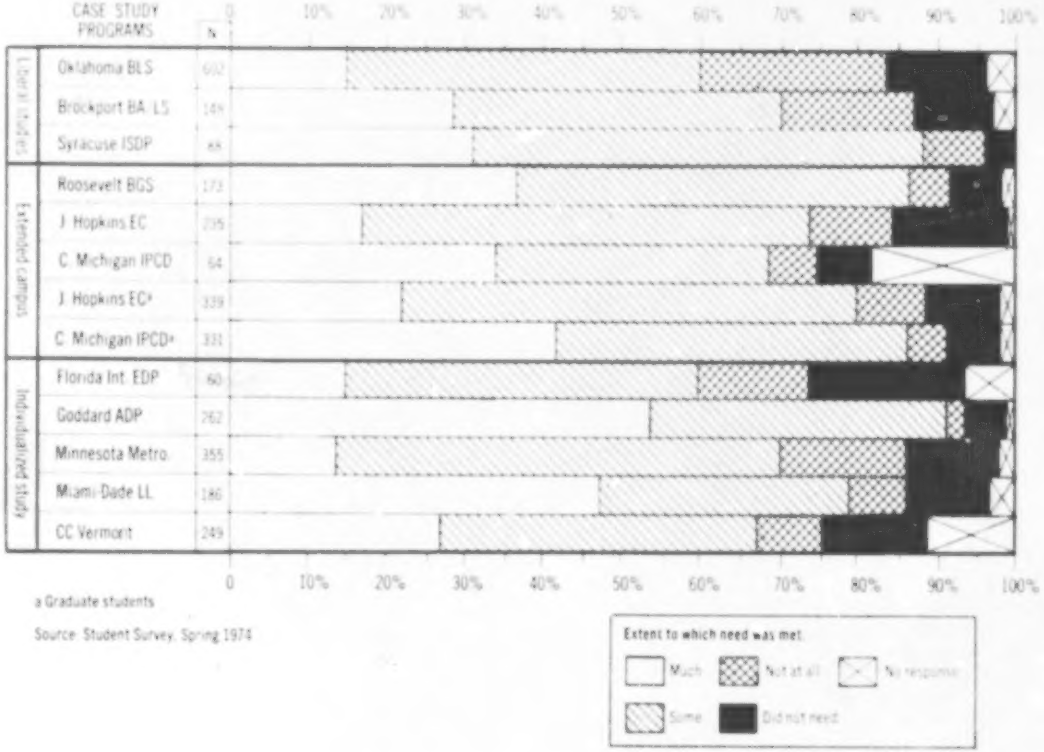
Interviews with students and staff in the individualized study programs revealed a variety of strategies for providing student-faculty contact. In the Life Lab program at Miami-Dade, staff encourage informal student meetings, and a lounge in the downtown campus building has been comfortably furnished and decorated to promote interaction among program participants. At Florida International, some of the schools and departments involved in the External Degree Program offer seminars in which students taking independent study in particular subject areas meet with faculty for discussion and presentation of papers. Empire State College offers both weekend and two- or three-week resident courses and workshops at the coordinating center in Saratoga Springs, as well as in other residential settings convenient to particular student groups. Opportunities for students to participate in colloquia with visiting scholars are also offered. Some students and mentors organize their own seminars in special subject areas and meet in regional learning centers or in homes.

Student Need for Peer Interaction. Students in our case study programs were asked in the questionnaire survey to indicate the extent to which their respective extended degree programs had met their need for interaction with other students. Figure 6 suggests that in general, students across programs who felt such a need were satisfied with the opportunities provided for peer interaction. Three-fifths or more in each program reported that their need in this area had been met either "much" or "some." However, isolating the "much" responses, less than one-third of the students in all but four programs said their need for peer interaction had been met to a great extent. And between 5 percent and 20 percent of the students in each program indicated that they "did not need" such interaction.

The largest proportions of students responding that their programs met their needs for peer interaction "not at all" were found in the programs at Oklahoma (23 percent), Brockport (17 percent), and

Figure 6

Extent to Which Students Felt Their Need f[illegible]tion with Other Students Was Met, by Program, in percentages



a Graduate students

Source: Student Survey, Spring 1974

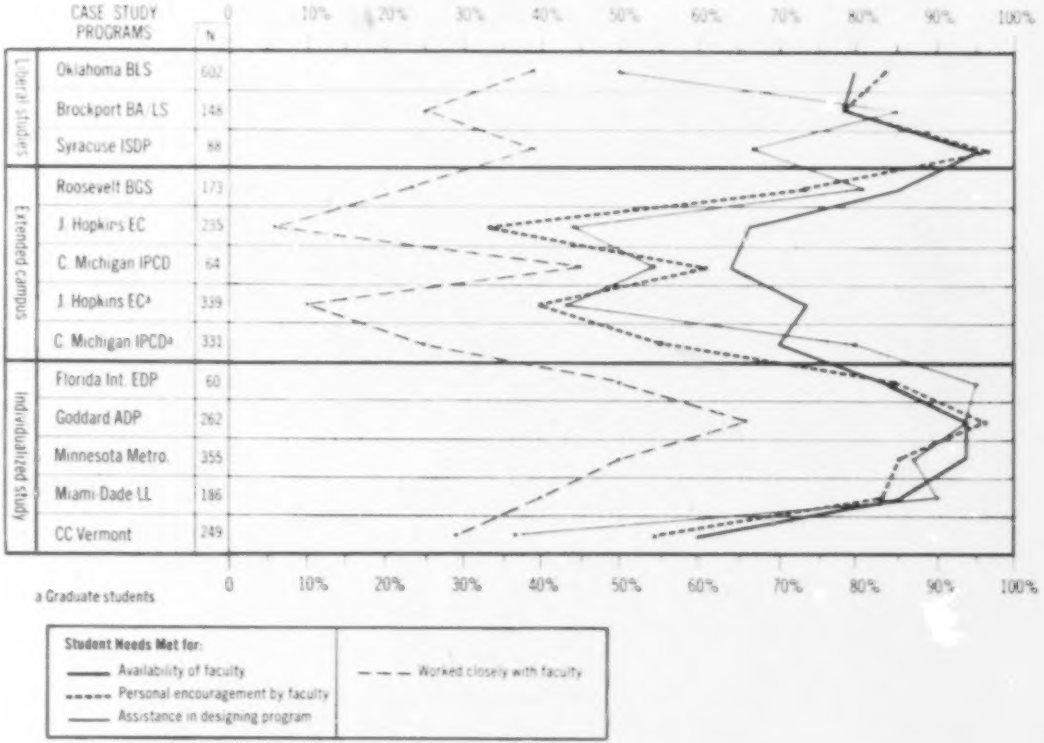
Minnesota Metropolitan (16 percent). The inherent limitations in providing formal opportunities for peer interaction through infrequent resident periods probably explains the responses of students in the Oklahoma and Brockport programs. Responses from Minnesota Metropolitan may represent those students who had not been involved in group learning opportunities. Sixty-three percent of the respondents to the student survey conducted by California's Extended University indicated that the availability of other students outside of class was either "very" or "fairly" adequate. Thirty-seven percent, however, said it was "somewhat" or "very inadequate."

Student-Faculty Relationships. In the student survey, respondents were asked whether or not they had "worked closely with the faculty" in their respective extended degree programs (see Figure 7). In only three programs did a majority of students indicate they had worked closely with the faculty (the Goddard, Minnesota Metropolitan, and Florida International programs). Predictably, relatively fewer students in most extended-campus programs than in programs of the other two approaches said they had worked closely with the faculty. The small proportions of students indicating a close working relationship with faculty may well be due to the fact that a number of our case study programs place high priority on either recruiting independent learners or providing opportunities for students to learn to become independent learners.

Although working closely with faculty apparently is not a common experience for students in most programs, the student survey data indicated that, for a majority of students, the faculty were available when students needed them. Students were asked to indicate to what extent the following program features met their needs (the "much" and "some" categories have again been combined): "availability of faculty," "assistance in designing my own program," and "personal encouragement by faculty." A clear majority of students in each program reported that their need for the availability of faculty had been met, as shown in Figure 7. But fewer students said their need in the area had been met at CCV, the IPCD program at Central Michigan, and Johns Hopkins, EC program. These three

Figure 7

Students Who Felt Faculty Adequately Met Their Needs for Guidance and Support Compared with Those Who Felt They Worked Closely with Faculty, by Program, in percentages



Source: Student Survey, Spring 1974

programs all rely to some extent on part-time instructional persons who generally have full-time jobs in the local community or urban area and therefore are sometimes constrained in the amount of time they can devote to their extended degree program students. Seventy-two percent of the students responding to the Extended University survey said the availability of faculty outside of class was either "very adequate" or "fairly adequate."

A majority of students in each of our case study programs indicated satisfaction with the extent to which their need for assistance in designing their own program had been met, with the exception of the students at the CCV and Johns Hopkins programs, in which substantial proportions of students indicated they did not need such assistance. Most student respondents in the liberal studies and individualized study programs said their needs for personal encouragement by faculty were met. Fewer students in the extended-campus programs, with the exception of the BGS program at Roosevelt, reported their need for such encouragement had been met. California's Extended University's own survey revealed that 87 percent of their students rated encouragement by faculty very adequate or fairly adequate.

Given the relatively high rate of student satisfaction with the extent to which programs met their needs for faculty availability, assistance in program design, and faculty encouragement, the relatively lower proportions of students indicating they had worked closely with the faculty (reported previously), is significant. It would appear, that overall, a student does not necessarily need to have worked closely with faculty to be satisfied, at least to some extent, with the guidance and support provided by the faculty.

Frequency of Faculty-Student Contact Outside of Group Learning Situations. Our questionnaire survey of staff in twelve of the case study programs (see the beginning of Chapter VII for the details of the staff surveys) included a question concerning the frequency with which faculty had contact with their students. Some of the data are presented in Table 6.[11]

Whereas in most of the other tables and figures in the text the case study programs are categorized by major approach, in Table 6 they are ordered by method of instruction--a combination of independent study and seminars, classes, and individualized study. This reordering facilitates interpretation of the data relating to faculty contact with students.

Both Goddard's own and its adjunct staff move into the liberal studies group because all of these programs emphasize alternating independent study and on-campus resident periods. Adjunct staff in the Community College of Vermont and Minnesota Metropolitan their students, only 16 percent said they had contact with their mentors face-to-face or by telephone only once a month or more rarely.

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[11] The different types of staff who participate in extended degree programs are shown for the first time in the text in Table 6. "Host," as listed for the Johns Hopkins and Central Michigan programs, includes full-time faculty from the institution offering the program allocated to the program on a part-time basis as well as some program administrators (generally full-time). In contrast, "own," (as found in the Goddard program) refers to full-time program faculty who have no responsibilities in the institution offering the program outside of their extended degree program responsibilities. However, "own," in the Minnesota Metropolitan program, which is a new, separate institution, refers simply to full-time program staff and administrators. Finally, "adjunct" includes all categories of part-time outside resource persons, employed on a temporary or permanent basis, including such staff as tutors, community resource persons, and field instructors.

In those programs in Table 6 where the different types of staff are not indicated, as in the Oklahoma program, "staff" refers to either one or a combination of the following categories: 1) full-time faculty from the host institution allocated to the program on a part-time basis, 2) program administrators, and 3) full-time program faculty. Staff are combined in the programs where only a few individuals fall into more than one category. The various types of staff in our case study programs are further described and their responsibilities elaborated in Chapter VII, as are the details of the staff surveys used in the study.

In contrast, 50 percent or more of the staff whose contact with students was mainly through a combination of independent study and seminars (as in the programs offered by Oklahoma, Brockport, Syracuse, and Goddard), said they were in face-to-face or telephone contact with their students, on the average, no more frequently than once a month. Further, over 60 percent of the staff in the Oklahoma and Brockport programs reported corresponding with their students only once a month or more rarely. Since students in these programs are generally on campus no more than the equivalent of one month a year, it is surprising that student-faculty contact outside of group learning situations in these programs is apparently quite infrequent in a majority of cases. Staff in the Goddard program reported having had more frequent contact with their students through correspondence than staff in the Oklahoma and Brockport programs. This is very probably because both staff and students in the Goddard program are urged to put their communications in writing whenever possible.

Turning to staff whose primary contact with their students was in the classroom, as at Roosevelt, Johns Hopkins, Central Michigan, and the California State University and Colleges system, and for adjunct staff at the Community College of Vermont and Minnesota Metropolitan, responses concerning contact outside the classroom varied by program and by type of staff with respect to both face-to-face and telephone contact. However, with three exceptions, a majority of these staff indicated that they had face-to-face contact more frequently than once a month, and with two exceptions, a majority reported that, on the average, they had telephone contact with their students more frequently than once a month. These findings indicate that program staff whose primary contact with their students is in the classroom are available to students outside of the classroom, and the students do take advantage of this availability.

Table 6 also shows the proportions of staff indicating they would like more frequent contact with their students. It was among the program staff with the highest percentages of infrequent face-to-face or telephone contact that a majority said they would like more frequent contact with their students: Oklahoma and Syracuse program staff, the adjunct staff in the Goddard program, and Central Michigan's host staff. Slightly over one-half of the California State University and Colleges program staff also reported they would like more frequent contact. As shown later in Table 9, a majority of all other program staff (except Community College of Vermont's own staff and adjunct staff), indicated satisfaction with the amount of contact they had with their students.

PARTICIPANTS' REACTIONS TO THE PROGRAMS

The curricula and modes of instruction in the case study programs are so closely intertwined that in generalizing about extended degree programs, these two principal elements must be considered together. An overview of the ways in which students and staff view their respective programs can be obtained from survey data focusing on what attracted students to their extended degree programs, what impact programs had on their students, and how satisfied staff and students were with their programs.

IMPORTANT ATTRACTING FEATURES

In the survey, students were asked how important each of a variety of program features was in attracting them to their respective programs. While 16 options were offered, only 12 are discussed in this chapter. And although four response categories were provided for this questionnaire item--"very important," "somewhat important," "not important," and "not applicable," the first two categories are combined as "important" in Table 7. Some of these data were reported briefly in Chapter III, but we present them here because of their significance in evaluating the relative attractiveness of certain curricular and delivery system options.

Three out of four students in every program except those in The Evening College at Johns Hopkins said that "the flexibility of the program (scheduling, location, and self-pacing)" was very important or somewhat important in attracting them. Other features important to a majority of students in each program were "the independence allowed" and "the individualized approach" (with the exception of the Johns Hopkins graduate and undergraduate students), and "the opportunity for part-time study" (with the exception of students in the Goddard program). As suggested previously, the Johns Hopkins program is highly structured and does not allow for the degree of independence and individualization characteristic of many of our case study programs. With the exception of the Goddard program, students in programs of the extended-campus and individualized study approach were more likely than students in liberal studies programs to check "the special areas of study offered" as important. About 50 percent or more of the students in all programs felt that "the good reputation of the program" attracted them.

In response to the option, "it sounded new and interesting," at least three out of five students in all programs except undergraduates in the Johns Hopkins and Central Michigan programs indicated this was an attracting feature. The relatively high proportions of students in the Roosevelt programs who responded that "the chance to obtain a degree in a short period of time" was important is undoubtedly related to the program's emphasis on the time-shortened degree, the number of credits required for graduation having been reduced from 120 to 90.

The importance of "the opportunity to earn credit for prior life/work experience" is discussed in the following chapter. Contrary to the popular notion that extended degree program students may be looking for "an easy way to get a degree," actually no more than two in five students in any program said that this was important in attracting them. With a few exceptions, relatively low proportions of students in our case study programs indicated that they came to the program either because "it was the only program available to me" or because "my employer wanted me to go." Students in extended-campus programs were more likely to say that the latter option was important to them.

In addition to indicating the relative importance of each of the 12 features in attracting them to their programs, students were asked to specify which of the features was most important. Both within and across programs, there was no consensus among students on this item.

In the four case study programs where program staff themselves conducted surveys to determine what features had attracted students to their program (providing alternatives that differed from ours), convenience of location was of primary importance to the students in the California State University and Colleges programs, and the opportunity to study and work at the same time was important to students in the University of California programs. The Empire State survey of their own students revealed that "the independence allowed," "the opportunity for credit for prior informal learning," and "the opportunity for work and study" were important attracting features. The self-survey done by the Northern Colorado program found that students were especially attracted by the fact that "the program is accredited" and by the "course format (intensive one-week seminars plus reading)."

WHAT IMPACT DID PROGRAMS HAVE ON THEIR STUDENTS?

Students were asked to indicate whether they had experienced certain difficulties or changes while enrolled in their respective extended degree programs, and their responses to three of the items are presented in Table 8. Many students said they had developed an interest in continuing their education after completing their current studies. Fifty percent or more of the students in the three liberal studies programs, the Bachelor of General Studies Program at Roosevelt, and all of the individualized study programs (with the exception of the Community College of Vermont) indicated that they had developed an interest in doing graduate work.

From survey data not shown here, slightly higher percentages of students (usually not greater than 10 percent) than those shown in the first column of Table 8 expected ultimately to obtain a master's, doctor's, or professional degree. Students at

STAFF SATISFACTION WITH PROGRAMS

Survey data revealed that in general staff were satisfied with their participation in their respective extended degree programs. As Table 9 indicates, from about 50 percent to more than 90 percent of the staff in all of the programs we surveyed said that "on a good day" they were "very enthusiastic" about their involvement. And from almost 60 percent to more than 80 percent of the staff in all three liberal studies programs and in four of the extended-campus programs said they would like to remain associated with their programs for "as long as possible." These findings are discussed more fully in Chapter VII.

STUDENT SATISFACTION WITH PROGRAMS

From our interviews with students in the case study programs, it was evident that they were generally pleased with their respective programs, and many were very enthusiastic about the opportunities the programs provided. Many of the questions in the student survey were designed to reveal the extent to which students were satisfied with the areas of study offered, the modes of instruction, contact between and among faculty and students, and other program features discussed in this chapter and the following one. With some exceptions, the student survey data indicated that in general students' needs have been met and they have for the most part felt satisfied about their participation in their respective programs.

Additional measures of the extent to which students were satisfied with their programs are shown in Table 10. In the survey, students were asked how important various educational objectives were in influencing their decision to enroll in their respective extended degree programs, and which one of these objectives was most important to them. The detailed survey results are reported in Chapter III.

A related question asked students to indicate to what extent their program had met their most important objective. In all of the programs we surveyed, no more than 4 percent of the respondents reported that their most important educational objective was

TABLE 9

STAFF SATISFACTION, BY PROGRAM, IN PERCENTAGES

Programs	N	Indicators of staff satisfaction[a]		
		Very enthusiastic on a good day	Stay as long as possible	Satisfied with amount of student contact
Liberal studies				
Oklahoma BLS	74	53	76	43
Brockport BA/LS	18	56	67	56
Syracuse ISDP	21	48	62	24
Extended-campus				
Roosevelt BGS	33	88	64	61
J. Hopkins EC				
Own[b]	11	82	73	73
Host[c]	37	46	68	70
Adjunct[d]	102	62	71	63
C. Michigan IPCD				
Host	36	44	58	44
Adjunct	97	71	75	59
Cal. State EDP	85	60	71	44
Individualized study				
Florida Int. EDP	27	44	85	52
Goddard ADP				
Own	12	83	33	67
Adjunct	16	88	44	44
Minnesota Metro.				
Own	21	76	24	71
Adjunct	73	45	66	56
Miami-Dade LL	22	91	77	55
CC Vermont				
Own	23	73	36	39
Adjunct	57	58	70	47

[a] Percentages not shown for alternative responses (see questions 29, 37, and 38 in Appendix C, Faculty and Staff Questionnaire) and for no response.

[b] Own: Faculty employed by the program on a full-time basis; some administrative staff.

[c] Host: Full-time faculty from host institution allocated to the program on a part-time basis; some administrative staff.

[d] Adjunct: Part-time outside resource persons.

Source: Faculty and Staff Survey, Spring 1974.

their present learning contract as a method of learning compared with traditional (classroom) methods of learning, 46 percent of the students said "it is very superior" and 26 percent said "it is somewhat better" (the two additional options provided were "comparable" and "somewhat inferior" to traditional methods). Sixty-seven percent of the Empire State students indicated they were "very well" satisfied in general with their educational experiences at Empire State, 30 percent said they were "fairly well" satisfied, and 3 percent said they were "not very well" satisfied.

DEGREE-BY-EXAMINATION-- THE NEW YORK REGENTS PROGRAM

The New York Regents External Degree Program (REDP) is unique among the cases in our study in that it offers no instruction but rather awards a number of degrees based on credit earned in a variety of ways. In addition to three associate degrees--in arts, science, and applied science in nursing--the REDP offers bachelor's degrees in arts, science, and business administration.

The Regents' program enables individuals with varied educational backgrounds to have their previously completed college-level work (from college transcripts, military course work, and examination scores) evaluated, organized, and entered onto a transcript from the University of the State of New York (not to be confused with SUNY, the public state university system in New York). Credit evaluations are conducted by professional staff within the registrar's office of the Regents' program. Candidates who do not fully satisfy the degree requirements of the External Degree Program receive an Academic Status Report which indicates the amount and areas of additional work required to complete their degree program.

Within broad limits, students are free to choose various methods best suited to their particular needs and circumstances for demonstrating their knowledge and meeting degree requirements. Through a volunteer statewide counseling network, over 100 persons (such as librarians, nurse educators, guidance counselors, and college faculty) are available to advise prospective and currently enrolled students.

Besides taking further coursework, students who have not completed all degree requirements may decide to take examinations. Descriptions of examinations, study guides, and bibliographies are available without charge to students as well as to colleges and universities, public libraries, and other institutions.

What is the appeal of a program that provides no instruction, but relies heavily on a combination of examinations and assessment of past course work? The analysis below (Regents External Degree Program, 1974), which shows the means by which the 1,225 REDP graduates as of April 1974 earned their Associate in Arts degrees, provides some insight into this matter.

Means of Earning Credit	*Percent of AA Graduates (N=1,225)*
Two- and/or four-year college courses and proficiency examinations	37
Two- and/or four-year college courses only	28
Two- and/or four-year college courses, proficiency examinations, and military courses	16
Proficiency examinations only	13
Proficiency examinations and military courses	4
Two- and/or four-year college courses and military courses	2

Three in ten AA graduates were granted a degree solely on the basis of credit acquired from college coursework. Altogether, over 80 percent of the AA graduates were awarded transfer credit toward the degree from college courses they had taken, with more than 20 percent having

Interview data revealed that the identification, development, and effective utilization of learning resources is a formidable problem for a number of our case study programs, but that it is a particularly critical one for individualized programs and for the Regents Degree-by-Examination Program. Since this program offers no instruction, the provision of study guides and bibliographies to prepare students for examinations is crucial. The four individualized study programs which make heavy use of learning resources--Empire State, Minnesota Metropolitan, Community College of Vermont, and Miami-Dade--all ran into some difficulties in this area from the outset of program operation. Identification and development of learning resources turned out to be only part of a necessarily larger task which includes: cataloging resources, evaluating their usefulness, updating them, integrating different kinds of resources into effective "learning packages," making resources accessible and useful to students and staff, and teaching students and staff how to use them.

Early on, staff in more than one program found themselves in a position of having developed (or identified) entirely too many learning resources. For example, when one individualized program advertised for interested persons from the community to serve as instructional and counseling resources, the response was overwhelming.

One key problem is effectively integrating the use of various types of learning resources with the overall instructional/learning program. The liberal studies programs have, on occasion, found it difficult to design resident seminars which integrate reading materials and other resources used during the self-study phases of programs. One program in our study devoted considerable effort to the development of fairly specialized learning modules only to find that the individualized nature of the program (and the diverse interests of the student body) made it unlikely that most modules would be of interest to any sizeable number of students. Such problems are by no means restricted to our case study programs. Early in its development the British Open University found that the specially prepared television programs were not well linked to other learning modes such as correspondence study, and hence were not proving effective as learning vehicles.

Even in the most innovative of extended degree programs, books and traditional libraries remain major learning resources. For new, noncampus institutions such as Empire State, Minnesota Metropolitan, and Community College of Vermont, whose instructional locations are geographically dispersed and sparsely stocked with printed materials, ensuring student access to libraries has been something of a problem. Providing access to printed material also has been a difficulty in several liberal studies programs where students are "on-campus" for less than a month during the year, and in geographically dispersed extended-campus programs. Neighboring college libraries are not always open to students from other institutions, and general public libraries usually do not have the necessary depth and range of books for college-level study.

In our survey, we asked students about the extent to which their needs for library resources were met (see Figure 8). On the whole, the majority of students in all programs surveyed reported they were satisfied with the availability of library resources. As would be expected, in the extended degree programs offered by Miami-Dade and Johns Hopkins, which serve students within a restricted geographic area where the campus libraries are readily accessible, a slightly larger percentage of students reported they were satisfied.

The three new institutions in our study with individualized programs have been very involved in finding ways to utilize the many college and public libraries already established in their respective service areas. Tapping into the vast library resources of other campuses (or systems), or developing arrangements with private institutions of higher education, has been a time-consuming process involving delicate negotiations. Other institutions have been reluctant to spread their resources over a larger pool of students by allowing extended degree students to use their facilities. A recent Empire State study of student library use found that 52 libraries were used as the primary library by 141 students at one learning

To learn about resource generation and utilization, Empire State conducted a questionnaire survey of all mentors and unit coordinators in November 1973. Survey results from the learning centers indicated that at that time student contracts in the social sciences and humanities areas relied heavily on mentors as the primary learning resource. Contracts in the fine arts and natural sciences depended more on resources such as studios, laboratories, and tutors. In contrast to learning centers, learning units--where the student/faculty ratio is much larger--made much greater use of tutors and modules. Unit coordinators not only carry a heavier load, but see their role more as a "manager-facilitator" of learning than as an instructor. Although learning center mentors are still not making as extensive use of learning resources as was hoped at the outset of Empire's operation, a recent survey of mentors reveals that 84 percent "want to learn to work better with a variety of learning resources." And the role of the learning center's assistant dean has been reevaluated to place major emphasis on the resource identification and development function.

Empire State, as well as other institutions, has found that educational programs in professional and applied areas such as allied health, human services, business, and the arts, rely heavily on certain types of community facilities to provide needed learning opportunities--hospitals, schools, law offices, youth centers, dental clinics, planetariums, scientific laboratories, and community social service agencies. Considerable staff time is frequently required to make initial contacts and to arrange for student involvement. Contact must generally be maintained even when no students are using a facility. In some instances, students fail to complete learning agreements involving such facilities, requiring additional staff time to ensure continued cooperation.

It is now recognized that effective use of learning resources requires special skills, especially in individualized, contract approaches; specialists in learning resources need to be "resourceful" people. Although some programs have charged counselors, full-time and part-time faculty, and administrative staff with responsibility for developing learning resources, this function is becoming increasingly specialized, requiring programs to establish specially organized units responsible for this area. All three of the individualized study programs in new institutions have established special divisions and hired special staff in the area of resource development.

The role of learning-resource specialist involves a wide range of skills and information--intimate familiarity with potential resource persons and materials in the program service area; ideally, occupational experience which has led to contact with local activities and professional groups; competence in working with all sorts of educational media, including films, tapes, and television; and the ability to teach other staff and students how to make the most effective use of the various resources available to them.

Interviews with staff and students in the individualized study programs revealed that students themselves are excellent locators of learning resources both for themselves and for other students. Adult working students frequently have contacts with community professionals either through their employment or through community activities, and they may well be quite knowledgeable about local resources such as museums and libraries. Insofar as individualized study programs place emphasis on the idea that the student should be responsible for his own education, the identification of learning resources by the student becomes an important part of the educational process and a stimulus to the development of genuine independence as a learner.

SOME CONCLUSIONS

The programs in our study, in some ways radically different from one another in concept and design, all seem to be providing an effective learning experience for most of their students. Thus, there does not appear to be one best blue-print for designing an extended degree program, nor for adopting a particular general approach. Decisions about content and modes of instruction are made in the light of considerations about the kinds of students to be served, their learning

The degree-by-examination approach also can open up learning opportunities for a wide variety of students, since there are no inherent geographical limitations of the potential areas that can be served. However, degrees can only be offered in areas for which examinations are available, and when new examinations must be developed before degree offerings can be expanded, growth is slow.

V.

Recruiting and Student Services

The methods by which our case study programs recruited and admitted students and provided student services such as orientation and counseling differ considerably from those in traditional degree programs. Because of the nature of the clientele (often adults who have been out of school for some time) and the frequently novel curricula and delivery systems adopted by extended degree programs, effective recruitment procedures and student services are crucial to the survival of such programs. In the course of our study, it became apparent that in many instances certain support services, generally not central to the academic heart of traditional institutions, were almost as vital to the ongoing educational process, in extended degree programs, as the curricula and the delivery systems used.

A service basic to extended degree programs, but only occasionally provided by conventional degree programs, is the evaluation of students' previous life/work experience for degree credit. Since this is such a core feature of a number of our case study programs, the movement to assign credit for prior nonformal acquisition of knowledge and skills is discussed in some detail in this chapter.

The programs we studied varied a good deal in the extent to which they performed such functions as recruitment and orientation, and also in how they structured these activities. Interviews with staff and students and the data from our questionnaire provided information on the effectiveness of these kinds

Community College of Vermont had been informed by articles in the media; and a majority of students in the program at Syracuse had been attracted by advertisements in the media.

In all but a few programs, about 25 percent or more of the students had heard about the program from an enrolled student or through pamphlets distributed by the program. Hearing about the program through friends or family was somewhat less common in most programs. With the exceptions of the Central Michigan, Northern Colorado, and Oklahoma programs, and the undergraduate programs offered by The Johns Hopkins Evening College, employers or employment agencies were rarely sources of information in most programs. In these four, from 21 to 38 percent of the students had learned about the programs at their work places. In only three programs did a significant proportion of students learn about the program from a military education or training office, or from a Veterans Administration office--the graduate extended degree programs offered by Central Michigan, Northern Colorado, and the Oklahoma program. The above proportions do not add to 100 percent because students could check as many responses as desired.

Over 25 percent of the students in the programs offered by Florida International, Miami-Dade, Community College of Vermont, and Central Michigan heard about the program through program staff themselves, and about one in five students at Minnesota Metropolitan and Empire State indicated this source.

Empire State College's pre-orientation sessions serve as an important recruitment device. Held once or twice a month at the regional learning centers, these sessions are open to all interested persons and serve to explain Empire State's educational philosophy and program, describe what Empire State expects of its students, spell out the process of applying for admission, and more recently, to provide assistance in completing the admission application.

The Goddard Adult Degree Program illustrates another type of pre-orientation recruitment strategy. Currently enrolled and graduated students residing in a number of Northeastern seaboard urban areas get together regularly to exchange ideas. Such meetings are advertised, possible applicants are invited to attend, and occasionally the ADP public relations officer from the Goddard campus travels to the meetings and meets with potential students.

PROBLEMS IN RECRUITMENT AND ADMISSIONS

There has been much discussion about the recruitment of "low-access" students into extended degree programs despite widespread contention that such students often need extensive remedial work to prepare them for degree programs. For purposes of discussion, we have defined "low-access" students as educationally disadvantaged, low income, and/or geographically isolated from available learning opportunities. Several of the programs in our study have attempted to reach such students by actively recruiting in ghetto areas, community colleges, prisons, factories and industrial plants, and on Indian reservations. Reflecting its original sponsorship by the U. S. Office of Economic Opportunity, Community College of Vermont has made the recruitment of low-access students a high priority. Empire State is attempting to meet the needs of such students through a New Careers program and by locating satellites in low-income neighborhoods in New York City. The programs at Roosevelt and Johns Hopkins have attracted some proportions of low-income students primarily because they are located in large urban areas.

Certain recruitment problems were not unique to the case study programs. Like most of the programs in our own study, the British Open University also found that the majority of students it was enrolling were from professional occupations, primarily teaching, despite its mission to reach low-access adults, such as housewives and blue-collar workers. As a result, British administrators decided to set quotas--at least temporarily--for entering students, and limited the number of students from professional groups. Although none of our case study programs has set such quotas, this is one possible strategy for recruiting particular student clienteles.

As reported in Chapter III, the proportions of low-access students in most of our case study programs were relatively low. One reason was that many programs, forced to be self-supporting, were unable to offer their programs at tuition levels low enough to attract low-access students, and financial aid for such students has rarely been available. Such aid has recently been provided in certain extended degree programs; a state appropriation to the CSUC External Degree Program, for example, has led to the successful recruitment of students who otherwise would have been unable to enroll.

Continuous Admissions. Recruiting students to extended degree programs can also be a problem when academic calendars permit admission only on a quarterly or semester basis. Because such an admissions practice can seriously reduce program flexibility, students are sometimes recruited and admitted on a continuous or year-round basis. If a desired subject concentration and/or faculty member is not available at the particular time of enrollment, a student may be admitted anyway and given the opportunity to do preparatory work and often to participate in orientation activities of various kinds. Continuous admissions, however, may create a variety of problems, not the least of them in budgeting and operations.

During the course of our study, for a variety of reasons, several programs which had initially instituted continuous admissions were considering changing to quarterly schemes. Staff members had found that year-round admission created a great deal of paperwork, made the orientation of students a continuing and strenuous activity, and increased the complexity of designing programs. In addition, institutional accounting and business offices wanted more standardization of the admissions process.

Continuous admissions also can create problems related to the scheduling of on-campus seminars and independent study periods in liberal studies programs. These programs frequently make a special effort to get students started on their degree work as early as possible after admission. Some begin with a required seminar; others with a period of independent study. In cases where admission is continuous and students enter at times that are incompatible with pre-established schedules, they may be able to attend a seminar without completing the prerequisite independent study area, or vice versa.

Individualized study programs, which frequently offer continuous admissions, have different kinds of related problems. Sometimes students must wait some period of time until a staff member with skills in the student's area of interest is free to work with him. In other cases, the problem is one of capacity enrollment within a learning center or unit. It should be noted that of those programs in which there had been a delay in the admissions process, in only two individualized study programs did a significant number of students report that they "had to wait too long between applying and actually beginning my studies" (25 percent at Minnesota Metropolitan and 29 percent at Florida International).

None of the extended-campus programs in our study offers the continuous admissions option, since most rely on regularly scheduled classes which do not require special flexibility. However, for students who wish to begin work on a degree program in "mid-term," such programs do sometimes provide alternatives. Several of the Extended University programs within the University of California system encourage students to prepare for their degree work by enrolling in prerequisite or other courses offered in University Extension programs. For example, the Executive MBA program in San Francisco offered by the Berkeley School of Business Administration allows students to complete several prerequisite courses which are routinely offered through University Extension. And at the University of California's Davis campus, numerous students find their way into the Extended University program through the Extension Division, in part because both the extension program and the Extended University program are administered by the Division of Extended Learning.

Although in the Central Michigan and Northern Colorado programs courses are pre-scheduled within a six-month period, course offerings are designed in various formats and durations (such as intensive three-day seminars and weekend meetings over a period of several months). In addition, their curricula are constructed so that required courses may be taken in any order, a considerably more flexible arrangement than most other extended-campus programs offer, and one which undoubtedly serves as an attraction.

Institutions such as Central Michigan and Northern Colorado, which offer programs in widely dispersed geographic locations, still encountered another kind of recruiting problem because after one or two classes have graduated, the need for a specific degree program in a particular locale may have been met. It may then be necessary to move program offerings into another geographic area. Even institutions which offer extended degree programs to special clientele groups in their immediate service regions may find it difficult to recruit new students if the need for certain programs is gradually reduced as the majority of people in these target groups are served.

New institutions offering extended degree programs face certain recruiting problems generally not of concern to programs housed in established institutions. Potential students rarely question the credibility of a degree offered by an established institution, whereas they may challenge the credibility of one offered by a new institution. Further, insofar as programs in existing institutions use either the extended-campus or the liberal studies approach, curricular and degree requirements are prescribed, making it easier to explain to students what is expected of them. In contrast, the three new institutions in our study all emphasize the individualized study approach, which by its very nature requires that time and effort be spent making certain that potential students clearly understand program requirements and expectations. Case study data did indicate, however, that new institutions have their own special appeal to students who do not want a highly structured educational program.

WHO DOES THE RECRUITING AND ADMITTING?

With respect to the question of who should be charged with the responsibility for recruiting and admitting students, in interviews most of the staff in programs housed in existing institutions felt that recruitment and admissions is more adequately done by individuals closely associated with the extended degree programs than by regular institutional staff, such as information and admissions officers or registrars. This did not mean that other staff in an institution should be automatically bypassed; our interviewers recognized that regular staff frequently have well-established channels of communication with the general public. In programs administered by continuing education units, however, those handling recruitment and admissions were likely to be charged with this responsibility for a number of other programs in addition to the extended degree program. And some case study programs which were newly created units within existing institutions had special staff assigned to the program in the regular admissions office. Generally speaking, though, given the distinctive characters of most extended degree programs, we observed that those who are most familiar with the programs and their target clientele were best able to devise effective recruiting and admission techniques.

ORIENTATION

It is generally agreed that the information and counseling needs of students in extended degree programs are different from those of traditional, on-campus students. We identified four major reasons for this: 1) The educational offerings in such programs are frequently quite novel, 2) extended degree students, being older, can be expected to have more complex lives and relationships, 3) many adults have been away from formal education for some time, and 4) adults frequently have greater home and job responsibilities to dovetail with their educational activities.

In some respects, it is difficult to distinguish between orientation and counseling, since orientation in extended degree programs may be considered a form of counseling. Nonetheless, the task of orienting newly admitted students to extended degree programs is sufficiently distinctive to comment on it separately. Orientation procedures in our case study programs varied from quite minimal to extensive informal or formal efforts, and was offered on a group basis, an individualized, one-to-one basis, or a combination of the two.

Not surprisingly, in comparison with individualized study programs, we found that extended-campus programs provide relatively minimal orientation for newly admitted students. Previous educational experience has prepared most extended-campus program students for conventional classroom study and prescribed curricula and degree requirements, whereas contracted study and the use of alternative learning resources are unfamiliar to most students, often requiring considerable orientation effort. Orientation procedures in liberal studies programs vary. In addition to individualized contact between faculty member and student, in some cases orientation is part of the first required seminar, thus becoming in one sense part of the actual instructional process. Then again, detailed orientation handbooks sometimes are prepared for students and discussed in orientation conferences.

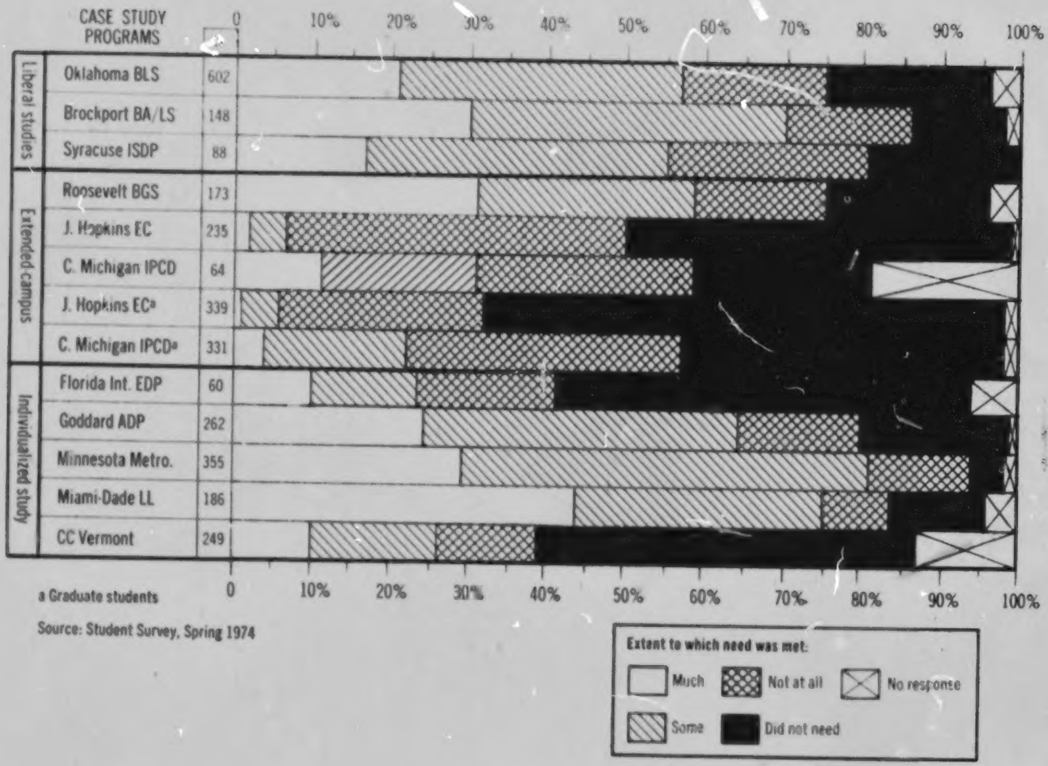
STUDENTS' RESPONSE TO ORIENTATION

In the questionnaire survey, students were asked to indicate the extent to which their need for an orientation program to prepare them for their study had been met. It can be seen from the responses summarized in Figure 9 that a large proportion of students in certain programs had not felt any need for orientation. This is true of graduate students in The Johns Hopkins program (and only to a somewhat lesser extent of undergraduates there), graduate students at Central Michigan, students at Florida International, and students at the Community College of Vermont.

There are several possible interpretations of these responses. Many students in a conventional evening college program, such as that at Johns Hopkins, are pursuing a degree on a course-by-course basis; requirements in graduate degree programs are generally quite specific and clear-cut; and graduate students are already very well-socialized into academia. The large number of External Degree Program students at Florida International who "did not need" orientation might have reflected the fact that students there are older, and also that while the educational program is individualized, the subject-area options are fairly traditional and specialized. One way to account for the large number of Community

Figure 9

Extent to Which Students Felt Their Need for an Orientation Program to Prepare Them for Study Was Met, by Program, in percentages



a Graduate students

Source: Student Survey, Spring 1974

College of Vermont students who checked the "did not need" category is that at the time of our study the majority of them were not involved in a degree program.

Not only do the extended-campus programs generally provide only minimal orientation procedures, but with the exception of the Roosevelt Bachelor of General Studies program, proportionately more students in the extended-campus programs than in programs of the other two approaches responded in the survey that they "did not need" an orientation program. Although one might expect a greater need for orientation in geographically dispersed extended-campus programs such as those offered by Central Michigan and Northern Colorado, actually some information is provided in these programs by education officers at military locations, personnel and training officers in industrial plants, and staff members in regional program offices. Program staff and Northern Colorado faculty are the major sources of information for new students. In addition, students located at a particular military or industrial site also frequently provide orientation services for one another.

Opinions of students at Empire State are not included in Figure 9 because ESC conducted its own student survey and did not ask a comparable question. However, ESC's survey data revealed that orientation sessions (conducted differently at the various learning centers) provided students with a chance to meet several mentors (54 percent), gave them a better idea of the educational program (48 percent) and of procedures to follow (46 percent), and stimulated new ideas about what they could learn (46 percent). Only one in eight ESC students responded negatively to the orientation procedures.

SOME ORIENTATION OPTIONS

The following elaboration of the orientation provisions in some of our case study programs illustrates both a variety of procedural and structural options and also possible problems that can arise in attempts to supply this particular student service.

At Minnesota Metropolitan the primary purpose of orientation is to help a student develop his educational pact. MMSC staff have always put considerable emphasis on their formal orientation process, and MMSC sharpened its orientation procedure because many students were taking too long to develop their pacts. It also became clear that some students did not really understand what was expected of them, and that pacts differed greatly in format. The orientation procedure underwent further revision until it became a formal, 30 contact-hour course on "individualized educational planning," which is creditable toward the degree. In a very real sense, orientation at MMSC has become the first phase of the instructional process.

At Empire State, where problems similar to those at Minnesota Metropolitan emerged in the process of guiding students in the development of their learning contracts, orientation procedures vary among learning centers. In some cases, orientation is a day-long affair, focusing on familiarizing students with the mission of the institution and bringing students and prospective mentors together. Later, mentor and student develop the basic contract. Other centers have two-week orientation sessions during which several workshops are held on such matters as writing contracts, preparing portfolios, and identifying learning resources.

Both Brockport and Roosevelt require student participation in "enrollment seminars" or "pro-seminars" in which students' prior learning is assessed, placement decisions are made, advice is given about program options, and the students' general orientation or reorientation to academic work is begun. At Brockport, a complete academic plan is developed during two special counseling sessions in which previous life/work experience is reviewed, past transcripts and test scores are evaluated for credit, and a degree program plan is established. Somewhat more of these students than those in the other liberal studies programs reported that the orientation process met their needs either "much" or "some."

Another type of orientation is primarily individualized and can be illustrated by the procedures in the Miami-Dade and Florida International programs. A film and a tape about the Miami-Dade Life Lab program are available, but no formal orientation meetings are held. Students learn about the program through informal "rap sessions" and discussions with staff programmers who serve as advisors. On the other hand, at Miami-Dade's neighboring institution, Florida International, each External Degree Program student spends at least half a day with his faculty advisor and a staff member from the program office, at which time orientation to the program and development of an educational contract is begun.

STAFF RESPONSE TO ORIENTATION

When staff in more than half[13] of the case study programs were asked in the survey whether a better orientation program would improve the educational counseling services to the student, a majority in each program said that it would. Both interview and survey data suggested that while both staff and students in most programs were somewhat satisfied with orientation provisions, both felt there was room for improvement.

WHO DOES THE ORIENTING?

Responsibility for orienting new students (on a formal or informal basis) was placed with program staff in virtually all of our case study programs. As in recruiting, conducting orientation sessions requires a familiarity with program details which only "insiders" share, and programs which orient students on an individualized basis generally charge their own faculty and/or administrative staff with the task. Programs that offer group orientation sessions may also use adjunct staff in this capacity, and several programs involve currently enrolled and/or graduated students either formally or informally in orientation procedures.

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[13] Comparable data were not available for staff in the programs at Northern Colorado, University of California, Empire State, Minnesota Metropolitan, Community College of Vermont, Central Michigan, and Miami-Dade.

COUNSELING

As indicated earlier, the fine line between orientation and counseling is not always discernible. But regardless of the extent to which an extended degree program provides orientation for newly admitted students to ensure an easy entrance into a program, both faculty and student interview and survey data revealed a clear need to provide students with considerable guidance and assistance as they progress through a program. Extended degree program students do encounter problems in the course of their degree work. Some difficulties stem from the particular nature of a program--for example, isolation during independent study or difficulty in developing learning contracts and securing necessary learning resources. Other problems, such as those related to returning to college after an absence of some years, or balancing academic, job, and home responsibilities, were common across programs.

In general, the student need for counseling was recognized by staff at all levels in our case study programs. All the programs made some provisions for counseling, although their extent and nature varied by program. In those programs surveyed, from 52 to 79 percent of the staff in all but three programs said that "provisions and arrangements for advising and counseling students" constituted a problem of some magnitude, although only a small proportion thought it was a "serious" problem.

STUDENTS' RESPONSE TO COUNSELING

Our student survey revealed some important findings about student perceptions of the need for and the value of counseling (see Table 11). It is evident from this table that across all programs, many more students reported a need for academic counseling (sometimes referred to as "advising") than for either personal or vocational counseling. Fewer students reported needing vocational counseling than other kinds of counseling. There was substantial variation among programs about the need for academic counseling. In comparison with the other case study programs, significantly more of the students surveyed

TABLE 11

STUDENTS WHO FELT THEIR NEEDS WERE MET OR FELT NO NEED FOR THE AVAILABILITY OF ACADEMIC, PERSONAL, AND VOCATIONAL COUNSELING, BY PROGRAM, IN PERCENTAGES

Programs	N	Availability of counseling[a]					
		Academic		Personal		Vocational	
		Need met	Did not need	Need met	Did not need	Need met	Did not need
Liberal studies							
Oklahoma BLS	602	85	5	63	15	17	57
Brockport BA/LS	148	87	2	75	13	30	46
Syracuse ISDP	88	88	6	62	31	14	65
Extended-campus							
Roosevelt BGS	173	92	4	72	21	43	41
J. Hopkins EC	235	63	22	40	41	18	57
C. Michigan IPCD	64	72	5	59	14	34	25
J. Hopkins EC[b]	339	62	28	28	60	14	72
C. Michigan IPCD[b]	331	81	1	63	20	24	52
Individualized study							
Florida Int. EDP	60	88	5	65	25	29	55
Goddard ADP	262	77	14	59	28	31	49
Minnesota Metro.	355	89	3	68	23	55	29
Miami-Dade LL	186	90	3	86	8	52	36
CC Vermont	249	54	31	49	35	15	44

[a] Percentages not shown for needs met "Not at all" and no response.

[b] Graduate students.

Source: Student Survey, Spring 1974.

(approximately 25 percent) in The Evening College at Johns Hopkins (both graduate and undergraduate students) and at the Community College of Vermont indicated they did not need academic counseling.

Despite the high percentage of students who said they did not need vocational counseling, as compared with their expressed need for the other two kinds of counseling, Table 11 shows the great variation on this item across programs. More importantly, a substantial percentage of students (from 25 to 70 percent) in every program did perceive such a need. It should also be noted that, although not shown in the table, somewhat more students in many of the programs felt their need for vocational counseling had not been met "at all." This was as high as 25 percent in one program, whereas across all programs, no more than 13 percent felt similarly dissatisfied with the availability of academic and personal counseling.

INDICATIONS OF THE NEED FOR COUNSELING

In a number of interviews, program staff reported that prospective students sometimes had second thoughts about returning to college, even after they had been admitted into a program. Some students had not studied for a long time and worried that they might be "out of place" or "too old" to learn anything new. Staff in several programs make it a point to reassure entering students that it is possible for them to be successful students. Staff supportiveness is especially crucial in the first few weeks or months in an extended degree program, for it is during this period that students are most likely to become discouraged and discontinue their studies. Interviews with staff indicated that once beyond the first hurdle--be it a learning contract, a resident seminar, or a term of course work--students are likely to continue their studies until they complete the degree requirements.

Over three-fourths of the staff in each program surveyed, with the exception of the Community College of Vermont, where most students were not in a degree program, identified student anxiety about what was expected of them as a problem. Table 12 lists several kinds of difficulties students reported

TABLE 12

DIFFICULTIES ENCOUNTERED BY STUDENTS WHILE ENROLLED, BY PROGRAM, IN PERCENTAGES

Programs	N	Difficulties encountered while in program[a]								
		Getting used to studying again	Getting started	Adjusting to the modes of instruction	Fitting studies or courses into schedule	Completing some of studies	Placed too much on my own	Developed problems with my family	Had no quiet place to study	Getting books and other materials
Liberal studies										
Oklahoma BLS	602	67	49	26	63	56	23	12	27	5
Brockport BA/LS	148	47	28	24	48	47	12	18	22	29
Syracuse ISDP	88	51	55	26	66	76	19	25	24	2
Extended-campus										
Roosevelt BGS	173	58	35	27	38	45	5	11	23	21
J. Hopkins EC	235	49	34	29	40	44	9	13	23	23
C. Mich. IPCD	64	47	11	13	42	27	3	11	16	11
J. Hopkins EC[b]	339	21	13	7	18	15	3	3	9	15
C. Mich. IPCD[b]	331	42	23	14	37	27	2	7	18	23
N. Colo. CSAP[b]	393	21	c	c	31	39	c	c	11	c
Individualized study										
Fla. Int. EDP	60	22	25	12	28	27	8	3	8	10
Goddard ADP	262	32	32	15	39	27	11	12	15	23
Minn. Metro.	355	34	49	19	41	36	18	8	18	21
Miami-Dade LL	186	38	39	16	26	18	10	8	15	8
CC Vermont	249	26	16	8	23	14	6	4	15	12

[a] Percentages not shown for "No" and no response.
[b] Graduate students.
[c] Data not available.

Source: Student Survey, Spring 1974.

encountering during their participation in extended degree programs. A significant proportion in nearly every program reported difficulties that indicated a need for readily available counseling. Approximately one in ten students reported that as a result of participation in the extended degree program, they "developed problems with their family," and staff members were aware that although some students got strong support for their academic work from their spouses and children, resistance from home was evidently a serious problem for a number of students. A significant proportion of students also indicated they had difficulty "getting used to studying again," and approximately half of the students in the programs at Oklahoma, Syracuse, and Minnesota Metropolitan reported that "getting started" was also a problem, a feeling shared by at least some students in all other programs.

Four out of five staff members in every program surveyed recognized that most students in extended degree programs had home and job responsibilities, and that college work had to be fitted into odd hours. Many students--although fewer than might have been expected--reported having had difficulty "fitting my studies or courses into my schedule" (Table 12). The exceptionally high percentages in the Oklahoma and Syracuse programs might have reflected problems related to the scheduling of their resident seminars. Difficulty "completing some of my studies" was evidently an especially serious problem at Syracuse, and one that the staff responded to by changing to a trimester calendar. By breaking up the independent study periods into shorter blocks of time, students attended more resident seminars, and thus were more often on campus, where faculty support was available.

WHO DOES THE COUNSELING?

It is of some interest that programs housed in existing institutions rarely used the services of regular campus student personnel or counseling staff although these were open to the extended degree students in several of the case study programs. At Brockport, program staff were so attentive to students' counseling needs that although the program had its own counselor, the staff also publicized the availability of the regular on-campus counseling center.

There are several reasons why institutional counseling services are not tapped more: Extended degree students are often older than regular students and have different counseling needs; such students are often located geographically distant from the campus; and many extended degree program administrators prefer to have a "one-stop information center" which provides comprehensive services, including counseling.

In a number of programs, administrative staff do most of the counseling. Except for advice regarding independent study provided by faculty advisers, this pattern is common in the liberal studies programs. The two large geographically-dispersed extended-campus programs either send specially trained faculty to the field or use administrative staff stationed at field sites. In the individualized study programs it is almost inevitable that regular faculty carry out a significant share of the counseling task because of the one-to-one emphasis in such programs. At Community College of Vermont, however, the staff who counsel degree students have no instructional responsibilities whatsoever.

Personal counseling needs evidently receive considerable attention in individualized study programs. In a report on Empire State College mentors (1973b), for example, it was recognized that part of a mentor's role included discussing personal problems, such as marital difficulties, that might be disturbing a student:

> . . .while these matters probably should not enter the academic relationship, apparently it is often necessary to listen to students about these things before serious academic discussions are possible.

Students turn to mentors because a faculty member is the extended degree student's closest contact in a program. Thus, it is hardly surprising that faculty are often expected to handle student problems that go beyond those related to instruction and learning.

The majority of staff in most of the ten programs surveyed[14] felt that special training for academic staff in academic advising would be helpful. In these same programs, far fewer of the staff--definitely a minority--thought that the following would improve counseling services: reducing the present workload of the academic staff to allow them to do more educational counseling; having more of the educational counseling done by the administrative staff; or having a special staff for educational counseling. Nearly half of the staff in the programs at Roosevelt, Florida International, and the California State University and Colleges system favored using a special staff for counseling, as did the adjunct faculty in the programs at Johns Hopkins and Goddard.

ASSESSMENT OF PRIOR LEARNING

As indicated in Table 2 (Chapter III) many students in extended degree programs have had a variety of formal and informal educational experiences since leaving high school. Some of the differences in experience stem from greater exposure to adult opportunities: work, raising children, civic and volunteer activities. But many men and women also have amassed college credit from a large number of institutions without ever having been in one location long enough to earn a degree.

Traditionally, colleges and universities have accepted some if not all of the transcript credit earned in other accredited institutions of higher education as long as the credit represented courses that were compatible with program degree requirements, and so long as it was within the maximum amount imposed by residency requirements. Since World War II, certain formal education and training experiences offered in the armed services, as well as standardized examinations (for example, the CLEP), have been recognized for advanced placement purposes. More recently, some institutions, including ten of those in our study, have begun to experiment with granting credit (or recognizing competency) for nonformal life/work experiences.

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[14] At Johns Hopkins, Central Michigan, Roosevelt, Oklahoma, Brockport, Syracuse, Florida International, Miami-Dade, Goddard, and the program offered by the California State University and Colleges system.

Our investigation of the ways in which our case study programs assessed prior learning and awarded credit by special assessment of life/work experiences is supplemented by the more intensely focused work in this area of the Cooperative Assessment of Experiential Learning (CAEL) project and the recently published book by Meyer (1975), which offers a fairly exhaustive account of the policies and practices of numerous extended degree programs, including a number of our case study programs.

Ten extended degree programs in our study recognize or grant credit for past experiential learning gained outside of formal educational channels. Of these ten programs, seven are housed within existing institutions, and only one of these institutions, Florida International University, gives students in some of its regular on-campus programs any credit for life and work experiences.

Policies and practices regarding transfer and the assessment and granting of credit differed substantially among the programs in our study. Programs varied whether credit was awarded at the beginning of a student's program or later on; in the ways in which prior learning was evaluated; in the maximum amount of credit they stipulated could be given; and in the criteria used to judge whether credit was warranted.

HOW THE PROGRAMS AWARD CREDIT FOR PRIOR LEARNING

The problem of incorporating past learning from previous course work or life/work experience into the degree program is complicated by the various ways in which programs define "credit" or measure progress towards the degree: Extended-campus programs use the traditional credit hour; Empire State measures student progress in terms of months completed; Minnesota Metropolitan and the Community College of Vermont in terms of competencies mastered; and the liberal studies programs in terms of "areas" of study completed or disciplinary subjects mastered.

The Extended-Campus Programs. Transcript credit is accepted and applied toward course requirements by The Johns Hopkins Evening College and by the two California system programs. With rare exceptions, however, these programs give no formal credit for past experiential learning. Roosevelt's BGS program is designed with the view that adults attracted to this program would enter with the equivalent of a year or two of college credit for their adult life/work experiences, and consequently, Roosevelt's Bachelor of General Studies program is time-shortened, requiring successful completion of 90 semester hours for the degree rather than the 120 semester hours required in the university's other programs. Only the Central Michigan and Northern Colorado programs in this approach category routinely grant credit based on special assessment of past life and work experiences. Generally, credit is awarded after a review of each student's petition by a special faculty team in consultation with the department in which the student is taking his major. Both programs permit approximately one-half of the degree to be earned in this fashion, and recognize credit earned through formal and informal learning experiences in various combinations.

The Liberal Studies Programs. The liberal studies programs were originally designed without any provision for giving substantial credit for prior learning. A coherent curriculum was developed, and it was anticipated that either prospective students would not have had any college work, or that their studies would have taken place so long ago that the material was worth repeating. Staff soon realized, however, that some kind of recognition of prior learning was necessary because many of their students had acquired college credit and were eager to accelerate their progress towards the degree.

In Oklahoma's Bachelor of Liberal Studies program, recognition of previous learning is informally incorporated by reducing some of the area independent study or by allowing a student to skip directly to an examination, although seminar work is still required. The Oklahoma program also recently devised a special option for students who have earned associate degrees. Faculty in Syracuse's ISDP have sometimes examined a student orally and waived selected readings once the student has been in the program for a period of time. Of all of the liberal studies programs, only the BA/LS program at Brockport makes an attempt to grant some credit for past life/work experience in the form of course equivalents.

The Individualized Study Programs. Except for Life Lab, the individualized study programs all have some provision for incorporating recognition of previous course work and informal experiential learning into their study plans, although almost all have limits on the amount of credit or recognition that would be awarded. At the Community College of Vermont, the competency-based educational program was developed with an eye to the documentation of previous learning--both formal and informal. Programs limiting themselves to upper-division work, as at Florida International University, have procedures for granting the equivalent of junior college transfer status, and the Goddard program accepts some transfer credit and grants up to the equivalent of two cycles of work for "critical life experiences." Empire State and Minnesota Metropolitan assess student portfolios documenting past formal and informal educational experiences and make the assessment an integral part of designing each student's plan of study. At Minnesota Metropolitan, competencies are recognized. At Empire State, months of advanced standing are granted. At Florida International, program staff recommend the awarding of credit in the process of designing the student's plan of study. Special assessment teams and faculty or mentor review committees are used at Empire State and Minnesota Metropolitan.

While the New York Regents External Degree Program recognizes course credit from institutions of higher education, special arrangements also can be made for assessing learning from life and work experience. Assessments might take the form of an oral examination or a performance examination (as in the case of dance, for example) before a select faculty committee, or it might consist of a review of supportive documents indicating skills or learning acquired.

Case study programs that offer assessment of prior learning services, particularly the individualized programs, encountered considerable difficulty in developing a consistent set of criteria and standardized procedures for awarding this credit, and more importantly, in determining how this recognition should be incorporated into the student's degree program.

At one Empire State learning center, the following example was given to indicate some of the difficulties. A student applicant had asked for the maximum amount of credit allowed for her previous study and experience in opera and history of the opera. Subsequent review of the student's petition clearly substantiated the student's claim to a high degree of proficiency, but her petition was denied because she wanted to concentrate her degree studies at Empire State not in music, but in the unrelated field of geology. Further, this student would have been required to spend more than the minimum six months of full-time study or the equivalent required by the college before it would award a degree. This is illustrative not only of the difficulty involved in assessing prior learning, but also of the close relationship between the assessment process and the development of the degree program.

WHO ASSESSES PRIOR LEARNING?

Most programs have either assigned special staff to perform the assessment function, or have delegated this responsibility to a select committee composed of program faculty, with decisions subject to various stages of review by program administrators, department chairmen, or other specially designated offices. The External Degree Program at Florida International and Minnesota Metropolitan, both exclusively upper division programs, maintain special staff to assess equivalency status for the lower division portion of the degree. At Minnesota Metropolitan, the assessment of prior learning for upper division work is made by committees of MMSC faculty and adjuncts, and at FIU by staff from the School of Independent Studies in cooperation with faculty from the sponsoring departments. At Empire State, the Office of Program Review and Assessment, located at the college's

Coordinating Center, assists in the development of uniform criteria for the assessment process and also reviews various decisions made by Empire's Learning Centers and smaller learning units.

We asked staff in six programs to indicate how important various criteria *should be* in the assessment of past life/work experience. The results are shown in Table 13 in terms of the extremes: "very important" and "not important." Basically, faculty felt that the important criteria were applicability to the students' objectives, quality of the activity, and ability to document the learning. A student's age, occupational status, or whether the activity was related to an occupation were considered by most staff to be irrelevant.

Students' Attitudes About Credit for Prior Learning and Transfer Credit. To many students in extended degree programs, the offering of credit for prior learning outside of college is an appealing one (Table 7, Chapter IV). Of the programs shown in that table, this feature was "very important" or "somewhat important" to two out of three students in the Goddard program and four out of five respondents in all the other programs that offered such credit. According to its own survey, three out of five students in Northern Colorado's program rated credit for prior learning an "important" or "somewhat important" reason for having enrolled. It is interesting to note, however, that of the students surveyed in programs that recognize past experiential learning, no more than one-third reported such recognition as the "most important" attraction. In most of the programs, one-half or fewer of the students reported that they had applied for such credit; in the program at Florida International nearly all had applied. When the students who planned to apply in the future were added in, the proportion expecting such credit in most programs jumps to three-fourths.

In the extended-degree programs at Goddard, Minnesota Metropolitan, and Empire State, most students who knew how much credit they had received reported that they got what they expected or deserved. This congruence may be attributable to the fact that students and faculty advisors worked closely together

TABLE 13

STAFF OPINION ON HOW IMPORTANT VARIOUS CRITERIA *SHOULD* BE IN ASSESSING LIFE/WORK EXPERIENCES, BY PROGRAM IN PERCENTAGES

Criteria which should be important in assessing life/work experience[a]	Programs surveyed which assess life/work experience Brockport BA/LS N=18	Cen. Mich. IPCD N=133	Fla. Int. EDP N=27	Goddard ADP N=28	Minn. Metro. N=97	CC Vermont N=80
Applicability of life/work experience to student's current educational objectives						
Very important	56	74	74	39	55	69
Not important	17	3	-	25	9	4
Quality of activity (level of competence, responsibility, etc.)						
Very important	61	69	89	75	79	70
Not important	22	3	4	-	3	3
Ability of student to document learning derived from life/work experience						
Very important	67	57	52	54	67	49
Not important	11	6	-	4	4	8
Activity related to an occupation						
Very important	22	35	26	11	31	26
Not Important	33	19	19	50	18	23
Activity not related to an occupation						
Very important	11	10	4	14	23	21
Not important	33	29	19	46	20	13
Occupational status of student						
Very important	6	12	15	-	10	6
Not important	72	47	41	75	54	61
Age of student						
Very important	-	2	15	4	6	5
Not important	61	65	56	43	53	69

[a] Percentages not shown for "Somewhat important" and no response.

Source: Faculty and Staff Survey, Spring 1974.

in developing portfolios; therefore, before an application was made, the student was very likely well aware of which experiences would be considered acceptable and worthy of credit. In other programs that grant some credit for past experiential learning, one-fourth or more of those who knew how much credit they had received were dissatisfied with the amount. We suspect that dissatisfaction sometimes stemmed from wishful thinking, and on occasion from misleading statements in brochures and in the media.

Most of the case study programs in our study accept transfer credit, and a majority of students in more than half of these programs applied for such credit. Fewer students had applied for credit in the community college programs, the liberal studies program at Oklahoma (which handles most transfer credit informally) and the graduate programs. Of all the students who had applied for transfer credit, students across all programs said they had received less transfer credit than expected; at Syracuse, fully three-quarters of the students expressed their dissatisfaction. (Subsequent to our survey, the program at Syracuse liberalized its policies on the recognition of transfer credit.)

THE MOVEMENT TO RECOGNIZE NONFORMAL LEARNING

There is already some evidence that the recognition of skills and knowledge gained outside of formal educational settings for the purpose of crediting them toward a degree is beginning to have an effect on ever-widening educational circles. In several of the institutions we visited, students were petitioning the regular campus academic departments for the same kinds of assessments of prior learning that were available to extended degree students. And the New York State Education Department has recently issued tentative guidelines to all of the state's public and private institutions of higher education to be used in evaluating life experience for college credit.

While many institutions of higher education, and indeed many persons in the society-at-large still view with reservation the awarding of college credit for nonformal learning, the movement is unquestionably well underway.

VI.

The Organization of Extended Degree Programs

In establishing its program of extended degree studies, a major decision any institution, multi-campus system, or state must make is how to organize and coordinate it. Traditionally, colleges and universities have offered outreach and adult education activities through cooperative extension services, campus extension divisions, or colleges of continuing education. Some programs, such as The Evening College at The Johns Hopkins University, have separate degree-granting authority and offer a wide range of degree opportunities for part-time and adult students. For most extension units, however, credit and degree activities represent only a small portion of the overall continuing education program, with the heavier concentration of efforts being placed on noncredit activities.

We found that individual institutions generally followed one of three common practices in organizing their extended degree programs. They placed the program within the campus's continuing education division, as were six of our 16 case study programs; they gave the responsibility for the program to existing academic divisions or departments; or they created a new unit to administer the program. The Institute for Personal and Career Development at Central Michigan is an example of a newly created unit, independent of the continuing education division, designed exclusively to administer an extended degree program.

Similar organizational decisions must likewise be made in multi-campus systems of colleges and universities. The main question in such systems is whether each individual campus should maintain its own extended program, as is the case in the University of California and the California State University and Colleges systems, or whether one campus, usually a newly established one, should be designated to expedite extended study, as is the case in the State University systems in New York and Florida. The University of California administers its extended program through its Extended University, organized to be separate from the university's Extension Division, while the California State University and Colleges administers its program through its continuing education division at both the system and campus levels.

Only one program in our study illustrates the initiation of an extended degree effort by a statewide education agency. The Regents External Degree Program was established by the State Education Department of New York and is the only one of our programs not housed within an existing institution of higher education.

FACTORS AFFECTING ORGANIZATIONAL CHOICES

In our discussion with institutional officials, program staff, and faculty we were interested in what factors influenced them to adopt one organizational mode rather than another, and what factors they now feel they should have considered. Interview and survey responses both from faculty involved in extended programs and from nonparticipating faculty members indicated that their concerns with regard to administrative organization were likely to center in such matters as the overall credibility of the program, mechanisms designed to maintain quality and educational standards, and compensation arrangements. Some faculty questioned the credibility of programs either housed within continuing education units or not directly linked to regular academic departments.

In interviews, students generally expressed more concern about program and degree options than about organizational features. But they were also interested in matters which are either directly or indirectly related to organizational arrangements--

the overall credibility of the program, program accreditation status, degree alternatives, licensure and certification requirements, and the transferability of credit both within and among institutions.

Apart from the above concerns, administrators concentrated on four areas in determining organizational structure. Indeed, from an administrative perspective, it was the trade-offs and balancing of these factors, and their effect on such matters as program credibility, faculty receptivity, and the efficient use of resources, that influenced decisions about organizational arrangements.

1. *Nature of the extended degree program.* Curricular focus, degree options offered, and staffing arrangements are key elements in determining the most appropriate administrative model. A program designed to deliver on-campus degrees in off-campus locations will require a different administrative structure than a program designed to deliver individualized instruction in unconventional degree areas. In fact, several proponents of individualized programs whom we interviewed strongly questioned whether such a program could survive in most existing institutions. Traditional institutional policies, coupled with the fact the new programs compete with existing academic departments for scarce resources, place individualized programs in vulnerable positions. A great deal of top-level administrative support and "preferential" treatment is required for their survival. The greater the variation from conventional practice (i.e., on-campus course and classroom delivery), the greater is the need for a separate administrative home for the program.

2. *Method of financing.* A program which must be self-supporting has fewer organizational options than a program financed through regular institutional resources or such established funding agencies as the state legislature. Generally, continuing education divisions are the only administrative units with sufficient entrepreneurial experience to operate a program on a self-support basis.

3. *Intended impact on existing programs and institutions.* The intended relationship between an extended degree

program and regular programs in established institutions also affect decisions about program organization. Extended programs which maintain strong ties with existing academic units are more likely to have an impact on conventional programs than extended programs administratively separate from existing units. On the other hand, extended degree programs housed in separate units have greater opportunity to experiment with new methods, thus enabling them to have an impact on existing programs through example and infusion. However, when nontraditional students are served in separate academic units or new institutions, the result may be an indifference on the part of existing programs and institutions which leaves them less open to change.

4. Degree of program visibility desired. Related to the matter of intended impact is the question of how visible a new program should be. Locating a program in continuing education or in another existing administrative unit enables it to keep a relatively low profile; creating a new institution or new unit tends to give it high visibility. Effects may be of two different sorts. Programs maintaining high visibility may be better able to generate support, recruit staff, and attract students, thereby improving their chances for survival. But high visibility also attracts attention and can result in careful scrutiny. To avoid extensive monitoring, particularly in situations where regular institutional faculty are not likely to be enthusiastic about a new venture, it therefore is sometimes better to maintain a low profile at the outset.

ORGANIZATIONAL OPTIONS FOR INDIVIDUAL INSTITUTIONS

The simplest way for a single institution to provide degree opportunities for the part-time student is to offer a program through extended day and evening on-campus instruction. The program then can be handled through existing academic departments and an existing administrative unit which can take responsibility for overall administration and program planning. Nothing more might be involved than a rescheduling of classes, or at most, the offering of new classes to accommodate the special needs of part-time students.

An advantage of this arrangement is that it integrates part-time students into regular academic degree programs. Departmental faculty control the program, transfer between part-time and full-time status is facilitated, and academic standards comparable to those of regular academic units can be maintained without great difficulty.

The relative ease of instituting this organizational arrangement sometimes, however, is offset by certain corollary results: Regular academic units can respond to the program differently, with some departments participating and others not. The extended program itself, in this context, tends to be quite conventional, with little innovation or special character. Also, the arrangement makes it difficult to develop cooperative programs among departments, so that ultimately the number of degree options is limited.

It is clear that institutions desiring a more distinctive extended degree program than that described above--by adopting different delivery methods, such as off-campus instruction or individualized study, or by offering unconventional degrees--must designate a campus agency, either a newly-created unit or an existing administrative unit such as a continuing education division, to assume an active role in developing a special program.

PROGRAMS ADMINISTERED BY CONTINUING EDUCATION

Two of the three liberal studies/adult degree programs in our study (BA/LS at Brockport and ISDP at Syracuse) are administered by continuing education divisions, and the one such program now administered by a separate unit, Oklahoma's College of Liberal Studies, was initially so housed.

One distinct advantage of placing responsibility for extended degree programs in continuing education is that the program falls heir to the division's entrepreneurial and administrative expertise, and also to the close ties extension divisions have traditionally developed with outside clientele groups. Continuing education staff are more likely to have an interest in and commitment to adult and life-long learning, and are probably more knowledgeable, on the whole, about the educational needs and special problems of this population of students than staff in any other campus unit.

The disadvantages in housing extended degree programs in continuing education units are sometimes related to the nature of the established division, sometimes to the particular way in which extended degree programs attempt to make use of the division. Because continuing education units traditionally operate on a self-support basis, their capacity for offering courses not in great demand may be considerably limited. Their offerings are also limited by reliance on existing campus academic departments for course approval and staff, and also by restrictions on their degree-granting authority and/or their ability to offer off-campus degree-related instruction.

The evidence from our interviews was clear that faculty and staff had differing views about the status, function, and importance of continuing education units. Many faculty members involved with extended degree programs considered continuing education a marginal institutional activity and did not want their program associated with it. In one instance, faculty feeling about the inferior status of continuing education was communicated so strongly that it became a major consideration in the institution's decision to create a new administrative unit for its extended degree program. In another instance, institutional administrators were convinced that it was necessary to create a new unit to handle its extended degree program because for the continuing education unit to mount an academic, degree-granting program would deflect energy and attention from its equally meaningful, noncredit extension services.

The programs administered by continuing education divisions differ in their faculty and structural arrangements primarily by program approach, but also by the program's particular character and its relationship both to the regular campus and the continuing education unit in which it is housed.

Both of the liberal studies programs administered by their respective continuing education divisions, at Brockport and Syracuse, rely on regular institutional faculty, usually compensated on an overload basis. At each institution, a special faculty committee, responsible for the approval of all program degree options and requirements, closely monitors the programs.

The two extended-campus programs administered through continuing education, at Roosevelt and Johns Hopkins, not only offer contrasts to the liberal studies programs at Brockport and Syracuse, but to one another. The Bachelor of General Studies program at Roosevelt, administered by the College of Continuing Education, is taught in part by the college's own small core of instructional staff who have regular university appointments. These faculty are responsible for teaching the general education component of the program, and for assisting students in designing upper-division concentrations which are completed by enrolling in regular university courses. While this arrangement has caused some tension between other university academic departments and the BGS program, it does offer the program flexibility and latitude in meeting the needs of part-time students who enroll in the BGS program.

The Evening College, itself the continuing education arm of The Johns Hopkins University, is one of six separate degree-granting divisions of the university. Many of the college's degree programs are in professional and applied fields which are not offered through other divisions of the university. Like Roosevelt's BGS program, The Evening College also has a small core of instructional staff with regular university appointments.

While Johns Hopkins' particular organizational arrangement may not be feasible for most institutions, it is clearly the most flexible, and offers maximum curricular and delivery opportunities for institutions wanting to place exclusive responsibility for extended degree programs within continuing education divisions.

PROGRAMS ADMINISTERED BY A NEW UNIT

Two options are available for an institution deciding to create a new organizational unit for extended degree study: 1) to organize a new administrative unit to coordinate the activities of existing campus departments; or 2) to organize a new academic unit, complete with its own instructional staff, with responsibility for developing an extended program.

While programs adopting an extended-campus approach may be administered either through an existing continuing education unit, or through a newly-created administrative unit, it is clear from our case studies that programs adopting an individualized curricular approach require separate administrative and academic status. Two of the three individualized programs which are housed within existing institutions, the Miami-Dade Life Lab and the Adult Degree Program at Goddard, have independent program status. Each program maintains its own core of program staff who are responsible for instruction, counseling, and program development.

The obvious advantage of a separate unit is the independence and flexibility it offers for budget control, program development, and curricular innovation. A new unit can also serve as a strong base of support for other faculty in the institution interested in extended study and experimentation with new curricula. For example, several of the regular faculty from Miami-Dade have become involved in the activities of Life Lab and have used some of Life Lab's instructional materials in their own classes.

A major disadvantage of creating a new unit lies in its cost, since funding must often come from the existing pool of institutional resources. And it labors under other disadvantages as well: A new program runs the risk that it will not attract a sufficient number of students, or that its credibility will be challenged, both inside and outside of the institution, because of its newness. In providing extended degree opportunities and perhaps having some positive impact on existing degree programs, it may also, however, have another effect: It may provide other academic departments with a sense of being "off the hook" in that, since a new program exists to provide extended degree opportunities, they no longer have to respond to pressures to meet new needs and demands.

Two variations of the organizational options available to individual institutions are the Center for Special Programs of the University of Northern Colorado and the Institute for Personal and Career Development at Central Michigan University. Both programs were intentionally organized as separate administrative units having quasi-independent legal status with their respective institutions. Such an arrangement enables these institutions to offer their extended degree programs at out-of-state locations and to collect and retain the income generated from tuition and fees; regular university divisions fall under legal restrictions in Colorado and Michigan that govern both off-campus instruction and the retention of fees, and thus are prohibited from offering such programs.

The curricular format and organizational features of the Institute and the Center, described in Chapter II, rely on regular academic departments from their respective institutions to approve and supervise all degree work. Faculty are reimbursed on an overload basis, and both programs employ adjunct instructional personnel at locations where the degree programs are offered. Of particular interest is the special relationship which has developed between the University of Northern Colorado and the University Research Corporation, a private management firm located in Washington, D.C. The university contracts with URC for certain managerial and marketing services, and the corporation provides risk capital and financing for new programs, performs most of the administrative, planning, and research functions for them, and works with campus faculty and administrators in designing new degree opportunities. At the end of the contract period, the total management of the Center's programs reverts to Northern Colorado. At Central Michigan, the Institute itself performs these functions, maintaining a regional office in Washington, D.C., several offices throughout the country, and one in Hawaii to coordinate degree programs in various areas.

The activities of the Institute and the Center are monitored by committees composed of campus faculty and administrators which determine overall program policies and supervise all program activities. Although the programs were initially approved by the academic senate of each institution, faculty response to the programs has been mixed; some departments participate heavily, others not at all.

The programs are now coming under increasing scrutiny by campus faculty groups and decisionmaking bodies, and the Northern Colorado Center recently was placed under the administrative auspices of the university's continuing education division so that the Center's activities could be better coordinated and integrated with the regular campus. And although Central Michigan's Institute is not directly associated with its university's continuing education division, a closer relationship is planned.

It is unlikely that many institutions will adopt arrangements as legally and organizationally complex as the ones Northern Colorado and Central Michigan resorted to in initiating their extended degree programs. These arrangements are significant, however, because they underscore the lengths to which it is sometimes necessary to go to insure a firm financial base and a strong managerial arm, both indispensable in mounting extended degree efforts.

Another organizational variation worth noting is the structure for implementing an extended degree program which has been adopted by the University of California, Davis, one of the nine degree-granting campuses in the University of California system. Although the system has been studied as a whole, the Davis campus's distinctive organizational approach merits some special attention. UC Davis has placed responsibility for its part-time degree programs (Extended University), within a newly-created universitywide Division of Extended Learning. This division, patterned much like a university's graduate division, is headed by a dean who is responsible for developing part-time degree programs in cooperation with the academic schools and colleges of the university. The division dean is also responsible for administering the university's other continuing education and extension activities, including conferences, arts and lectures series, and summer session programs. By creating a new administrative structure and placing within it responsibility for administering part-time degree study and extension as co-equal activities, the Davis campus's attempt to better integrate the part-time degree and extension programs into the regular campus academic program has also increased the visibility of the entire Division of Extended Learning within the university.

ORGANIZATIONAL OPTIONS FOR MULTI-CAMPUS SYSTEMS

While most of our case study programs are examples of single campus approaches to extended degree study, a few are distinctive because they represent the efforts of multi-campus systems of higher education to provide statewide extended degree opportunities for nontraditional students.

Multi-campus systems, composed of several degree-granting campuses united under a single governing board and a central administrative office, have become the predominant organizational mode for public state-supported higher education. Because of the mandate each system carries for meeting statewide and regional educational needs, the approach any system takes towards extended degree study is significant because it is likely to affect the educational programs of both public and private institutions within a state. And although many of the decisions regarding organizational alternatives for extended degree study are not unique to systems, the decisions of a given system are likely to involve certain questions and concerns not encountered by single institutions.

Decisions within systems as to how to organize extended study depend on the number of campuses within the system; the range of each campus's educational activities and the division of responsibilities among them; and the system's relationship to the other institutions and systems of higher education within the state. For example, the SUNY system is the only statewide public higher education system within New York, coordinating the activities of over 70 degree-granting institutions, including a network of community colleges, agricultural and technical schools, four-year arts and science colleges, university centers, and various other professional and special purpose institutions. In comparison, the nine-campus University of California and the nineteen-campus California State University and Colleges systems are autonomous segments of a tri-partite scheme which also includes a coordinated system of community colleges. In the California arrangement, responsibility for public higher education is divided among these systems, each working in loose coordination with the others.

It might appear that the easiest way to organize and administer extended study within a system would be for each campus to make its own decision and select whatever approach to extended study it considers desirable. However, while this strategy would probably generate the least amount of internal opposition among the campuses in the short run, it would be likely to result in an uneven response, with some campuses initiating programs and others initiating none at all. It could also lead to fierce competition among campuses and expensive duplication, possibly resulting in program overkill. Sooner or later, some systemwide coordination would be required. The need for a coordinated effort becomes especially apparent when individual institutions seek to promote extensive off-campus degree opportunities that rely on learning centers or mini-educational facilities, or when use of TV and other pre-packaged learning materials is contemplated. These modes of program delivery generally require large initial outlays of time and money, often beyond the resources of any single campus or academic unit. It is precisely because of the potential economies of scale and the channelling of collective resources open to multicampus systems that systemwide efforts have become so common.

Aside from differences in curriculum or method of instruction, the systemwide programs in our study illustrated two distinct organizational options: 1) A coordinated but primarily decentralized arrangement, relying heavily on the participation and initiative of individual campuses within the framework of some overall systemwide policy, and 2) a centralized arrangement placing responsibility for a systemwide extended degree program in a single agency, either a newly created campus with its own degree-granting authority, or an existing campus authorized to administer the systemwide program under its auspices.

THE COORDINATED, DECENTRALIZED OPTION

Both of the California systems rejected the "added" campus alternative, choosing instead to organize their extended programs through existing academic departments. Relying heavily on the initiative and support of individual campuses, the extended degree programs of these two systems are mixtures of campus-sponsored departmental degree programs, planned at the local level and coordinated by systemwide agencies.

Under the University of California's Extended University, each participating campus designates an Extended University coordinator or administrative unit for its campus program. Each campus approves the degree programs which will be offered by the Extended University, but the systemwide office must also approve each degree program, and allocate support monies and faculty positions for use by the department which is offering the program. In this way, the systemwide Extended University office maintains some control and influence over what is offered. The systemwide office is also involved in promoting and coordinating extended degree programs which involve more than one campus, and in encouraging articulation and cooperation between the university's extended degree efforts and programs offered by the other two higher education segments.

The External Degree Program of the California State University and Colleges is administered by the systemwide and campus continuing education divisions. Unlike the University of California program, the CSUC program is self-supporting except for the partial state support of the newly-created consortium, nor does it receive any institutional funds for hiring instructional personnel. It is like the UC program in that the systemwide continuing education division must rely primarily on the initiative of individual campuses in developing programs. The CSUC External Degree Program has recently developed a variation of the "added" campus option by channelling its intercampus degree efforts through its systemwide consortium.

In many ways, the coordinated, decentralized administrative arrangement appears to be the easiest to mount because it encounters the least resistance and individual campuses may decide whether or not to participate. Both California systems have developed extended degree opportunities which closely parallel the existing programs on the various campuses and by choosing this approach have taken advantage of existing campus resources, faculty, departmental organization, and other administrative services. The coordinating units at the system level provide for some degree of overall direction, and more importantly, guarantee strong advocacy for extended programs at top administrative levels.

The obvious disadvantage of this approach is that the systems' extended degree offerings and educational programs are constrained and bounded by their campus's approval procedures and the willingness of individual departments to participate. Both systems have encountered some resistance to their developing either off-campus programs of study or new degree programs which involve the participation of several academic departments. More problems have arisen when efforts were made to organize intercampus degree programs, requiring participation across campuses and among academic departments of the same discipline. While the CSUC program has apparently resolved some of these difficulties with its consortium, the UC program must still rely on mutual agreements among campuses to offer inter-campus programs, a policy which has engendered considerable difficulties, since departments at the various UC campuses do not agree about curriculum, staffing arrangements, or which of the cooperating campuses should offer the degree.

THE CENTRALIZED, SINGLE-CAMPUS OPTION

A second organizational alternative for multicampus systems is to centralize responsibility for extended degree study in a single degree-granting institution. Systems may choose either to create a new institution for this purpose (such as Empire State College) or to designate one of the existing campuses to assume responsibility for a systemwide program (such as the External Degree Program administered by Florida International University).

Creating a new degree-granting institution responsible for extended degree programs has several advantages. A new institution is not hindered by traditional assumptions and conventional educational practices. Nor is its educational program subject to the kind of internal review, approval and other administrative procedures which effect degree programs organized within already existing institutions (although the requirements and review procedures of external agencies, such as systemwide offices, coordinating and regulatory agencies, and accreditation agencies, are often still present). In interviews, staff members argued that a separate institution can more successfully innovate and experiment with varieties of curricula and modes of delivery than programs housed within existing institutions, and that furthermore, institutions with sharply identified missions and distinctive identities have a better chance to survive and influence other institutions than innovative programs which are organized within existing institutions. It was also stressed, in interviews, that while a separate institution may have responsibility for systemwide extended degree study, no flexibility was surrendered, since other campuses within the system were not precluded from also developing different kinds of extended degree programs. (The Bachelor of Liberal Arts program offered by the State University College of New York at Brockport illustrates this possibility.)

A new institution can also facilitate program development by guaranteeing control over the recruitment of program personnel; enabling staff to design the educational program, admissions procedures, and student support services in a manner best suited to meet the needs of nontraditional clientele; and securing maximum control over resource allocations, which among other things permits the development of a faculty reward system appropriate to the program's unique educational mission.

In general, separate institutional status maximizes flexibility and allows for a wider range of program and delivery options geared to meet individual and student needs. All three of the new institutions in our study--Empire State, Minnesota Metropolitan, and the Community College of Vermont--have adopted individualized curricular formats, as has the External Degree Program at Florida International.

All of the newly-created institutions were initiated on the assumption that they would develop noncampus-based extended programs. Proponents of this strategy asserted that since these new institutions would not require the large initial expense of constructing buildings, laboratories, and other permanent fixtures associated with the traditional campus, more of their resources could be allocated to the development of the instructional program. Much emphasized in interviews was the point that while each new noncampus-based program would have its own distinctive educational program, it would nevertheless have access to the resources of other campuses within the system (such as libraries, equipment, instructional staff). As an example, Empire State students may use library facilities at any of the SUNY campuses and take courses offered by other SUNY institutions.

Developing program credibility is also an extremely important factor because it affects the ability of the program to attract students and to survive the rigors of competition with more traditional and other nontraditional degree programs. Innovative programs are frequently suspect, especially those which are considered to be relatively unmonitored because they reside outside the purview of an established campus. Without exception, the three new institutions in our study have been viewed with some suspicion by other institutions in their respective systems. Interestingly enough, while the students surveyed and interviewed were somewhat concerned over the credibility of these programs, the flexibility of the educational program and its adaptability to their personal needs seemed to outweigh anxiety about credibility. The problem of building support for the program in the eyes of outside institutions and faculty remains a continual concern for all of the new extended degree institutions.

The External Degree Program of the Florida State University system represents a variation of the centralized, single-campus organizational option. It is a systemwide program administered by one of the existing campuses within the Florida system. Florida International University, an upper-division college serving the greater Miami area, has administrative responsibility for coordinating extended degree programs throughout the state. The External Degree Program is administered by a special School of Independent Studies which coordinates the program within FIU and throughout the system. As described in Chapter II, the program relies heavily on the participation of FIU faculty and academic departments.

A program organized in this manner appears to be both efficient and cost effective, but the FIU program labors under several disadvantages. While the External Degree Program emphasizes an individualized, contract program of study, only those degrees which have been approved by FIU faculty and departments can be offered, and new degree options can only be initiated by regular faculty. As a consequence, the program has not always been able to meet all extended degree needs within the state. Further, the program has little direct control over resources, and has not been provided with sufficient funds to enable it to operate effectively within the FIU campus, much less to discharge its statewide mandate.

The Noncampus-Based Organization. The three new institutions in our study have adopted similar organizational arrangements. Each offers its programs through various decentralized regional centers coordinated by a central administrative unit. It should be noted that Minnesota Metropolitan is limited to serving the Minneapolis-St. Paul metropolitan area, and has only recently moved to decentralize its operations.

The organizational arrangement at Empire State is a good example of this model. Educational services are provided through a network of regional learning centers located throughout the state, generally in large urban population areas. Attached to these regional centers are other smaller units, variously called satellites and learning units, situated throughout a region. Satellite units are found in hospitals, community centers, industrial plants, and sparsely populated rural areas; some smaller units are located on existing SUNY campuses. Empire State has also organized special purpose units which are directly responsible to the central coordinating office of the college, rather than to a learning center. These special units either offer a distinct educational program, like the Center for Labor Studies or the New Models for Careers learning unit, or they serve as "seeds" for the development of new regional learning centers. Community College of Vermont is similarly organized as a network of regional centers and smaller satellite units.

Interestingly enough, this model of geographically dispersed learning units, characteristic of the new individualized programs in our study, is being adopted by other extended degree programs. Until recently, all educational services of Miami-Dade's Life Lab program were offered through a single unit located at the downtown campus. When the unit became unwieldy in size, students and staff were divided, and a new Life Lab unit was created. Plans are now underway to initiate units at the other two campuses of the Miami-Dade Community College district. The entire Life Lab operation is coordinated by a small centralized administrative staff. Similarly, both California systems are co-sponsoring plans for a regional learning center.

Development of noncampus-based programs. From their initiation, Empire State and the Community College of Vermont opted for a geographically dispersed organizational structure for providing educational services and a centralized coordinating office for institution-wide administration. The advantage of the multi-unit structure is that it allows institutions to meet their statewide obligations and serve large numbers of students at convenient locations.

Probably in part because they did not have statewide mandates, Minnesota Metropolitan and Life Lab both began with centralized single-unit operations. The approach at both Minnesota Metropolitan and Life Lab has several distinct advantages with respect to program development. In a centralized arrangement, all faculty, staff, and students can work in close association as program processes and objectives are mutually developed. This facilitates the shaping of shared goals and understandings, which is of particular value in individualized study programs with their diversity of educational offerings. Only after several years of single-unit operation did Minnesota Metropolitan and Life Lab move to a more decentralized delivery structure. While postponing decentralization has the advantage of easing the pains of program development, it has two very serious disadvantages: Students are not necessarily served in the locations most convenient for them, and programs may be limited in the extent to which they can serve large numbers of students. (On the other hand, some argue that inconvenience may be a small price to pay for better service.)

Although decentralizing the delivery of educational services from the outset does offer convenience of location and greater flexibility in handling numbers of students, there are several problems with this arrangement. Both Empire State and Community College immediately ran into difficulties, which were not necessarily unexpected or unanticipated, with respect to how authority and functions should be allocated between the coordinating office and the decentralized units, complicated by the fact that mechanisms for collegewide participation in program development were weak. It is clear that as these decentralized units evolve, the problems faced are not unlike those of a multi-campus system, in which the central systemwide office must coordinate the activities of various system campuses.

It must also be taken into consideration that gearing up a full-fledged learning center is no small task. An Empire State publication (Empire State Colleges, 1973a) identified three stages in the life history of a regional learning center. In the first stage, which includes a year to recruit faculty, equip facilities, and get student enrollment up to capacity, staff begin to identify learning resources, learn college operating procedures, and develop collegial, working relations. In the second stage, the concentration is on the identification and development of local learning resources, and in the case of Empire State, it was on learning to utilize resources developed by the college-wide learning resources faculty located at the coordinating center. In the third stage, learning units expand cooperative relationships with other organizations and institutions, in part through the development of sub-units attached to such organizations.

Flexibility of noncampus-based units. The evidence from interviews with staff in two programs, Life Lab and Empire State, suggests that there may be an optimal size for regional learning centers for effective delivery of educational services. In both programs, about 300 to 400 students seemed to be the maximum desirable enrollment per unit. The Community College of Vermont's regional site units vary in size from 350 to 800. Larger numbers are manageable in this case because many students are not degree-oriented, and therefore are not involved in individualized programs of study, but rather regular group classes. Minnesota Metropolitan's learning centers are too young to provide any evidence about optimal size. One program administrator proposed as a rule of thumb that a learning center be considered too large when the staff cannot sit around one table and talk. One major advantage in the learning center structure is that given sufficient financial resources, more units may be established to meet student demand. In the Life Lab program, which draws primarily on the Miami metropolitan area for students, the intention is to "seed" future new learning units with a proportion of students drawn from existing units. This procedure would of course not be appropriate for units which are geographically dispersed, as is the case at Empire and Community College.

The organization of a learning center is, however, a major enterprise, requiring considerable material and human resources as well as evidence of potential demand on the part of several hundred students. Satellites of other small units thus have a variety of advantages: They are extremely flexible, since they may be set up rapidly in response to the demands of fewer than 50 students for new degree areas or new geographic service locations; they can test out actual demand for a full learning center in a geographic area, and can serve more students with fewer staff by relying heavily on alternative learning resources; and if the student market should dry up, such units may be phased out without extensive long-term commitment of program resources.

Limited evidence from Empire State and Community College of Vermont, those case study programs which have initiated satellite-type units, suggests that when enrollments in such units expand beyond 75, or at most 100 students, they tend to take on the character of regional learning centers and to lose some of their flexibility.

It is clear that while the flexibility of extended degree programs is facilitated by initiating a variety of types of decentralized learning units, ensuring smooth central coordination among learning centers, satellite units, and the central office becomes problematic as such units proliferate in number.

THE ROLE OF STATE AGENCIES IN PROMOTING EXTENDED DEGREE STUDY

Statewide agencies of various types almost automatically become concerned with the development of extended degree programs. This is particularly true of higher education coordinating bodies and state executive offices such as those for budgeting and planning, but it also applies to state legislatures and to legislative committees on education and finance.

State agencies become involved because of their overall responsibility for determining whether and how the educational aspirations of adults in a state are being served in this day and age when there is an increasing emphasis on continuing education in the form of degree programs. They also must attempt to guard against excessive duplication of effort and lack of coordination among institutions which have established extended degree programs. Perhaps the most obvious reason for involvement at the state level, however, relates to the responsibilities which state agencies have for safeguarding educational standards and determining the nature and amount of financial support for new programs.

The role of state agencies is often made complex because of the tendency for unconventional programs to be misunderstood by the general public--as well as by legislative and state officials--thus leading to the need for continuous study and interpretation of such programs. In our interviews with both program administrators and state officials, we were constantly reminded that programs which follow nontraditional practices and terminology (e.g., degree requirements stated in terms of months or competencies mastered instead of credit hours earned) must engage in continual dialogue with state officials if approval and financial support for the programs are to be forthcoming. Naturally, many state agency concerns have related more to public than to private institutions, but with the growing number of private institutions offering extended degree programs, their service to adults also must be considered by the state as it develops policies and standards for extended study.

In many states, legislative and coordinating bodies face a prior policy question--determining the most appropriate structural arrangement for promoting extended degree programs within the state. In general, four options are open to decisionmakes at the state level: 1) they can create a new institution of the open university type which is solely responsible for extended degrees and related services (such as credit banks, counseling, and testing); 2) they can place new programs under the administrative aegis of existing coordinating bodies (for example, the External Degree Program offered by the New York Regents); 3) they can approve new degree programs recommended by the various higher education segments (for example, the two California systems); and 4) they can create a cooperative structure involving existing institutions to serve new state educational needs (for example, Wisconsin). Final responsibility for choosing among the foregoing organizational alternatives naturally rests with state legislatures, although coordinating bodies will most likely take the lead in whatever studies or recommendations are needed in the course of the decisionmaking process.

Because only a limited number of states was involved in our study, our staff did not explore all the state-level organizational options. In as many situations as possible, however, we did discuss the influence of state agencies on individual programs. The coordinating bodies in New York, Colorado, and Minnesota were particularly active. The most pronounced example was in New York, where the State Department of Education--the administrative arm for the state coordinating body, the Regents--actually operates an external degree program. In addition, this state agency has approval responsibilities for all higher education degree programs, including that of Empire State College. In Colorado, the Commission on Higher Education, the statewide coordinating body, has responsibility for all continuing education in the state, including the University of Northern Colorado's in-state extended degree offerings. In Colorado, each institution administers its own continuing education program, but the budget for each program is controlled by the commission. In Minnesota, the Higher Education Coordinating Commission reviews and approves all new extended degree programs, including that of Minnesota Metropolitan State College, in the same way that it reviews regular programs.

Through our interviews, we learned that many people have serious reservations about the propriety of permitting coordinating bodies to operate extended programs and to have even greater control over these programs than they do over traditional programs. Our study did not include an examination of the advantages and disadvantages of such arrangements, but there seems little doubt that whatever agency is responsible for the coordination of higher education in a state--be it a specially created body or an arm of state government--this agency will take on increasing responsibility for programs of the type we have studied.

SUMMARY AND CONCLUDING COMMENTS

Our purpose in this chapter was to describe the organizational options available to single institutions, multi-campus systems, and state agencies for mounting extended degree programs. In discussing the organizational alternatives adopted by our case study programs, we have tried to identify in general terms the reasons the respective arrangements were adopted, and some of the consequences of the choices for program flexibility, curricular options, and program development.

We found that the primary organizational options to date for single institutions are either administering the extended degree programs through the campus continuing education division or through a newly created administrative unit which may either hire its own faculty or use faculty from existing academic departments.

Decisions about which organizational form to use depends to a large extent on local conditions and other specific institutional characteristics. The key factors which appeared to influence our case study institutions in deciding on their organizational arrangements were identified as: the nature of the program, i.e., its curricular focus and staff requirements; the method by which the program is financed; the desired level of program visibility; and the intended impact of the program on other institutional programs. Weighing the importance of these factors, and assessing the trade-offs between them, contributed to the final decision concerning the best organizational arrangement for the program.

The goal of maximizing the program's flexibility to experiment with new curricula, new admissions criteria, delivery systems, and the like, is balanced against the need for engendering faculty participation in the program and in insuring the overall credibility of the program as seen by faculty, students, and other institutional decisionmakers. While certain organizational arrangements provide for better potential integration of regular academic programs with the extended degree program, it is also clear that too close an attachment to regular academic programs inhibits program flexibility and leaves the extended program too dependent on departments and their faculty for support and participation. The trade-off in this case becomes one of taking advantage of the already existing instructional resources of campus departments as against obtaining greater flexibility in degree offerings, delivery methods, and the setting of other extended degree requirements (admissions, substitute learning experiences, etc.). Administrative units such as The Evening College at Johns Hopkins and the College of Liberal Studies at Oklahoma, each with separate degree-granting authority, is one answer to this dilemma. Both programs draw on faculty from regular academic departments to teach in their extended degree efforts, but are not dependent on departmental approval.

Staff of extended degree programs which were designed to be self-supporting, found that administering the program through the campus continuing education division was both efficient and effective. The advantages were the continuing education division's entrepreneurial experience, marketing skills, and interest in working with adult and community groups. These advantages must be balanced, however, with the clear position of many faculty that degree programs housed in continuing education are second-class.

In cases where overload compensation was a sufficient lure for faculty participation, the over-enthusiasm of some faculty has led to a concern that regular on-campus instructional activities were being neglected. In addition, there was some strongly expressed opinion that administering an extended degree program through continuing education dilutes the unit's community service and other noncredit activities by creating a situation which forces the extended degree program to compete for staff time and continuing education resources.

While creating a new academic unit, with its own program faculty, may guarantee a high degree of curricular flexibility, as evidenced by the individualized programs of the Life Lab at Miami-Dade and the Adult Degree Program at Goddard, this arrangement also has its disadvantages. New administrative units can be costly, especially in terms of meeting staffing requirements, and also may suffer from questions about the credibility and quality of the program. And while flexibility is maximized, the degree to which the extended program has any impact on existing programs is greatly minimized. Indeed, the argument was made by staff in several of our case study programs that creating a new academic unit reduces both the interest and pressure on existing academic programs to be responsive to new clientele, curricular innovations, and delivery strategies. As mentioned earlier, however, proponents of individualized programs strongly believe that there is a serious question as to whether such programs can survive in existing institutions without the flexibility and freedom made possible by the structure of a semi-autonomous academic unit.

Organizational options for multi-campus systems include allowing each campus in the system to operate its own extended programs subject to coordination by some centralized administrative agency, creating a new degree-granting campus to administer the program, or designating one campus to administer and coordinate the program throughout the system.

Each of the new degree-granting institutions included in our study, Minnesota Metropolitan State College, Empire State College, and the Community College of Vermont, are part of the multi-campus systems of their respective states, and each has adopted features of the individualized study approach. Moreover, each has opted to deliver its educational programs through geographically dispersed learning centers. While the noncampus-based design of these new institutions was clearly a selling point with cost conscious state legislatures, it was also clear that this pattern affords the most accessible delivery arrangement to the largest possible audience. As they grow and learning units proliferate, however, this organizational arrangement also brings with it difficult administrative and coordination problems.

For multi-campus systems which choose to organize their extended programs through existing campuses, some provision must be made for overall systemwide coordination and direction. Again, organizing the program at the system level through the system's extension apparatus or by creating a new administrative structure are the two primary options. But apart from these decisions, some mechanism is generally required to encourage and promote intercampus and regional programs involving more than one campus.

Agencies at the state level interested in promoting statewide external degree programs can opt to create new statewide institutions which can award external degrees or to assist the various public and private higher education sectors in developing their programs. The Board of Regents of the State of New York has created its External Degree Program. This program, which is essentially a degree-by-examination program, is coordinated by the State Education Department and is made available to all state residents. While there has been some question about whether state coordinating and regulatory agencies ought to be in the business of awarding academic degrees, it seems clear that, depending on the receptivity of institutions of higher education to extended degree programs, many more states will be considering similar options and also new organizational arrangements to promote extended study.

VII.

Staff and Staffing Features

Staffing features of extended degree programs differ considerably from those of more traditional programs. Major staff roles, such as instruction, counseling, and administration, usually clearly delineated and separately staffed, are more varied in extended degree programs. Not only are more functions associated with each staff role, but a variety of types of staff personnel are assigned to perform these multiple and often unique functions. In addition, the staffing patterns of our case study programs differed from one another with such a striking array of variations that it seemed clear extended degree programs offer a particularly fertile area for experimentation and innovation in this area.

Traditional and extended degree programs inevitably share some similar concerns with respect to staffing, such as designing appropriate incentives to recruit qualified staff, maintaining program credibility and flexibility, ensuring staff commitment to the educational enterprise, and making provisions for individual professional development. Our study provides evidence, however, that the organizational structure, the nature of the curriculum, the unconventional methods of instruction, and the kinds of students enrolled in extended degree programs require novel staffing arrangements. Staffing is further complicated by such factors as the use of part-time personnel who may or may not be highly credentialled academically, the delivery of educational services at other than conventional locations and times, and the organization of programs according to whether they are housed in existing institutions or new ones.

WHO ARE THE STAFF IN EXTENDED DEGREE PROGRAMS?

Although this chapter is primarily an analysis of some of the major problems basic to the staffing of extended degree programs, we will first report briefly, by way of background, some findings about the kinds of faculty who participate in these programs.[15] As can be seen from Tables 14 and 15, the academic backgrounds and educational experiences of staff tend to vary with the approach of the program.

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[15] Information concerning program staff comes from questionnaire surveys of the staffs of 12 of the 16 programs in this study. Questionnaires were sent to the total staffs of 10 programs, whereas because of their large student enrollments, one-half of the Vermont Community College staff and two-thirds of The Johns Hopkins Evening College staff received questionnaires. The instruments were individually designed for each program by project staff and administered with the cooperation of the participating programs. A sample of one staff questionnaire appears in Appendix C.

Data on Empire State mentors and instructional faculty in Northern Colorado's program were collected by those programs and generously shared with us. Faculty in the University of California's Extended University program were interviewed but not surveyed by questionnaire. Staff of New York's Regents External Degree Program were interviewed but not surveyed; although the Regents program has no instructional personnel, a sample of faculty serving on degree advisory committees was interviewed by telephone. Because the Regents program has no instructional function, it is not discussed in this chapter.

For the 12 programs surveyed by this project, there was an overall response rate of 59 percent, with a low of 35 percent and a high of 85 percent. With the exception of one program, all response rates were 50 percent or more. It should be noted that while the survey N's are small in some instances--about 20 in three cases--in general they represent over half of the total staff in these programs. With the exception of the Community College of Vermont, the survey data combine the responses of both instructional and noninstructional staff. However, the responses generally reflect instructional staff, since in only three cases do administrative staff represent more than 10 percent of the total N (Community College 23 percent, Florida International 15 percent, and Goddard 11 percent), and in both the Florida International and Goddard programs administrative staff were likely to be involved in instruction in addition to their other duties.

- Staff in extended-campus and liberal studies programs are likely to be older, male, to hold the terminal degree and a relatively high academic rank, and to have had more than five years of teaching experience in four-year colleges and universities.

- Compared with staff in the programs of the other two approaches, staff in individualized study programs tend to be younger, not to hold the terminal degree, to have had limited experience teaching in four-year colleges and universities, and to include more women. Empire State's staff are an exception here; as Tables 14 and 15 indicate, they more closely resemble staff in extended-campus and liberal studies programs.

AN OVERVIEW OF THE ISSUES

We have identified four areas relating to staffing which we consider of crucial importance for those initiating or operating extended degree programs:

1. The use of regular faculty from an existing institution to instruct in extended-campus and liberal studies programs
2. The advisor/instructor/facilitator role in individualized study programs
3. The use of part-time outside resource persons in extended-campus and individualized study programs
4. Compensation mechanisms

The following discussion of the various staffing patterns views them in the context of the above concerns and illustrates the very close relationships between staffing and program organization, curriculum, and method of instruction.

TABLE 14

ACADEMIC BACKGROUND AND PERSONAL CHARACTERISTICS OF STAFF, BY PROGRAM, IN PERCENTAGES

Programs	N	Faculty and staff characteristics				
				Highest degree		
		Male	35 years or older	Prof., Ph.D, Ed.D	Master's post-master's	Currently studying for degree
Liberal studies						
Oklahoma BLS	74	91	92	87	10	e
Brockport BA/LS	18	83	67	89	11	e
Syracuse ISDP	21	86	100	81	10	e
Extended-campus						
Roosevelt BGS	33	52	63	21	67	42
J. Hopkins EC						
Own[a]	11	36	82	55	36	e
Host[b]	37	92	73	97	-	e
Adjunct[c]	102	88	92	49	38	e
C. Michigan IPCD						
Host	36	95	69	83	14	e
Adjunct	97	79	66	44	48	e
Cal. State EDP	85	85	74	61	28	e
Individualized study						
Florida Int. EDP	27	67	48	67	30	11
Goddard ADP						
Own	12	50	58	25	42	25
Adjunct	16	44	45	19	63	43
Minnesota Metro.						
Own	21	48	38	38	48	5
Adjunct	73	67	54	11	52	19
Empire State[d]	86	67	66	59	33	27
Miami-Dade LL	22	46	41	9	14	68
CC Vermont						
Own	23	41	28	5	27	59
Adjunct	57	49	36	4	35	23

[a] Own: Faculty employed by the program on a full-time basis; some administrative staff.

[b] Host: Full-time faculty from host institution allocated to the program on a part-time basis; some administrative staff.

[c] Adjunct: Part-time outside resource persons.

[d] Internal reports, Office of Research and Evaluation, Empire State College, Saratoga Springs, New York, 1974.

[e] Data not available.

Source: Faculty and Staff Survey, Spring 1974.

TABLE 15

TEACHING EXPERIENCE OF STAFF IN VARIOUS TYPES OF INSTITUTIONS, BY PROGRAM, IN PERCENTAGES

Programs	N	Teaching experience of faculty and staff				
		Four-year college or university		Community college		Business, industry, or community agency
		None	5 years or more	None	2 years or more	1 year or more
Liberal studies						
Oklahoma BLS	74	7	93	100	-	12
Brockport BA/LS	18	11	73	78	22	23
Syracuse ISDP	21	5	91	100	-	14
Extended-campus						
Roosevelt BGS	33	36	27	67	27	30
J. Hopkins EC						
Own	11	18	55	91	9	9
Host	37	-	86	100	-	-
Adjunct	102	26	46	80	16	28
C. Michigan IPCD						
Host	36	6	78	83	14	23
Adjunct	97	18	46	84	11	42
Cal. State EDP	85	8	48	72	14	36
Individualized study						
Florida Int. EDP	27	7	37	82	11	33
Goddard ADP						
Own	12	25	8	83	-	-
Adjunct	16	19	25	75	13	32
Minnesota Metro.						
Own	21	48	34	77	5	25
Adjunct	73	56	14	77	9	48
Empire State[a]	38	21	55	88	3	39
Miami-Dade LL	22	82	-	64	32	28
CC Vermont						
Own	23	91	-	87	-	35
Adjunct	57	79	8	84	13	29

[a] Spring 1974 survey of mentors by Empire State College.

Source: Faculty and Staff Survey, Spring 1974.

STAFFING PATTERNS IN EXTENDED-CAMPUS AND LIBERAL STUDIES PROGRAMS

Several basic features shared by programs using these two approaches make it appropriate to examine their staffing patterns together. Much of the following discussion is also applicable to Florida International's External Degree Program, which relies heavily on faculty from the host institution for its individualized study program.

All the programs in our study using these two approaches are housed in existing institutions and use full-time faculty from the host institution, allocated to them for teaching on a part-time basis. These programs tend to have fairly straightforward staffing arrangements, suggesting that their particular structures (conventional classroom study, prescribed curricula and degree requirements in the extended-campus approach; special curricula, degree programs with self-study and resident seminars in the liberal studies approach) require some modification of conventional staffing patterns, but no radical departures from those in more traditional programs.

INSTRUCTIONAL PERSONNEL

As shown in Chart II, five of the six extended-campus programs use regular full-time faculty from the host institution allocated to them part time as instructional personnel, supplemented by adjuncts (outside resource people employed part time), and two programs have their own program faculty (faculty employed by the program, generally full time).

It should be emphasized that instruction in extended-campus programs is primarily in conventional classrooms. For instructional purposes, all three programs of the liberal studies approach use only full-time faculty from the host institution allocated on a part-time basis, usually overload. "Instruction," in these programs, however, involves guidance of students engaged in self-study, with a limited number of faculty participating in resident seminars.

Chart II
Types of Staff Responsible for Instruction in the Case Study Programs

Programs	Full-time faculty from the host institution allocated to the program on a part-time basis	Part-time adjunct faculty	Full-time program faculty
Liberal studies			
Oklahoma BLS	Exclusively	None	None
Brockport BA LS	Exclusively	None	None
Syracuse ISDP	Exclusively	None	None
Extended-campus			
Roosevelt BGS	Some	Primarily	Some
Johns Hopkins EC	Some	Primarily	Few
C. Michigan IPCD	Some	Primarily	None
N. Colorado CSAP	Some	Some	None
California EU	Exclusively	None	None
Cal. State EDP	Primarily	Some	None
Individualized study			
Florida Int. EDP	Primarily	Few	None
Goddard ADP	None	Some	Some
Minnesota Metro.	Not applicable	Primarily	Some
Empire State	Not applicable	Some	Primarily
Miami-Dade LL	Few	Few	Primarily
CC Vermont	Not applicable	Exclusively	None

COUNSELING PERSONNEL

A variety of types of staff persons may perform the counseling function in programs utilizing the extended-campus and liberal studies approaches. In general, counseling focuses on academic matters and is less critical in extended-campus programs because of the fairly conventional nature of the curricula. In a surprising number of extended-campus and liberal studies programs, particularly those with relatively small staffs, the administrative staff provide some of the counseling. In the liberal studies programs, the roles of counselor and instructor are combined, and it is likely that some personal as well as academic counseling is provided, primarily because of the self-study feature of such programs.

ADMINISTRATIVE PERSONNEL

The role of the administrative staff in extended degree programs is a new one in higher education, requiring skills and abilities not typically expected of department chairmen or divisional deans. Even directors of continuing education units within which extended degree programs are housed face new types of demands. And directors of programs housed in newly created academic units frequently find their role and status uncertain in relation to personnel in other academic units of the host institution.

Administrative staff may not only be involved in counseling students, they sometimes also act as instructors. In addition, they generally organize programs of study with the help of key faculty; recruit students and staff; schedule learning activities; engage in various public relations activities; secure instructional materials and supplies; evaluate transcripts and assess nonformal learning experiences; receive and disburse income from tuition and fees; and process student records. To be sure, the administrative staff of regular departmental programs may have some of these same responsibilities, but the range and complexity of program management is rarely as great.

With the exception of Central Michigan and Northern Colorado, most of the programs of the extended-campus and liberal studies types have relatively small administrative staffs, ranging from five to 20 persons at most. Their small size is due mainly to the fact that these programs can rely on services of the host institution, such as its central admissions office, its registrar, and sometimes its counseling facilities. Moreover, to the extent that these programs work through regular departments, the need for large administrative staffs is minimized. Staffs in the Central Michigan and Northern Colorado programs are larger, primarily because of the wide geographic range in which these extended degree programs operate and the bifurcated administrative structures common to them both. California's two programs also generally have small staffs to administer extended degree offerings on the individual campuses, but since the programs are systemwide, staffing is more complex, requiring coordination at the departmental, individual campus, and system levels.

THE USE OF REGULAR FACULTY

Interview and survey data on regular faculty recruited from an existing institution to serve in its extended-campus or liberal studies program indicated the need to address the following issues: The relative advantages and disadvantages of using highly credentialled regular faculty to promote program support and credibility; the disadvantages of participation from the faculty perspective; and the necessity for designing incentives to attract regular faculty.

HIGHLY CREDENTIALED REGULAR FACULTY

A program housed in an existing institution must create a supportive environment for the program within the institution. One strategy for accomplishing this is to recruit highly credentialed full-time faculty from the host institution to instruct on a part-time basis. While this promotes overall institutional support and enhances program credibility both in the eyes of the host and of outsiders, it may limit the potential flexibility of an extended degree program and over time result in a move towards the more traditional in educational offerings and learning modes. Interviews in several extended-campus programs with regular faculty involved in programs and with regular faculty not involved, as well as with administrative staff from the host institution, revealed some faculty reluctance to offer instruction off-campus and/or at "irregular" hours. Moreover, regular faculty participating in several extended-campus and liberal studies programs were sometimes hesitant about using various types of "new" educational media, and some in the liberal studies programs evinced concern about working with students primarily on a directed self-study basis rather than on a face-to-face basis.

Interviews with administrative staff in programs of the extended-campus type suggested that while recruiting highly credentialed faculty from the host institution is a key strategy in the initial stages of program development, over time the need emerges for a program to have its own faculty, to provide greater program consistency and continuity. This has occurred in programs housed in continuing education units as well as in new units within host institutions. Several of the programs now have or are in the process of negotiating for their own faculty appointments, despite two difficulties which have been encountered: 1) continuing education units have not generally had their own faculty, and 2) policies concerning tenure status for such personnel are unclear. Nevertheless, program flexibility can be greatly enhanced by recruiting full-time faculty to serve unique program needs. Such recruitment may also be an important mechanism for "legitimating" an extended degree program within the host institution and for guaranteeing program representation on various university policy and decisionmaking bodies.

DISADVANTAGES OF USING REGULAR FACULTY FROM THE FACULTY PERSPECTIVE

Using regular faculty from the host institution has a number of disadvantages affecting both the individuals involved and the regular academic units with which they are affiliated. Some disadvantages reported by program staff were: overly heavy workloads; over-extension of effort resulting in an inability of faculty to meet both extended degree and regular program responsibilities; insufficient time for professional development;

and the failure of departments to take program participation into account in decisions concerning tenure.

The survey and interview data on faculty workload were not always consistent with each other. From approximately 60 to 100 percent of the staff in all of the programs surveyed (including the individualized study programs) indicated they were "satisfied" or "very satisfied" with their workloads, and staff in the extended-campus and liberal studies programs were more likely to be "very satisfied" than staff in the individualized study programs. In addition, over half of the staff in programs of the extended-campus and liberal studies types said that the faculty workload and the quantity of paperwork for faculty was "equal to" or "less than" that in regular programs.

On the other hand, interviews with some regular faculty teaching in extended degree programs, especially those of the liberal studies type, revealed that in several cases overly heavy workloads made it difficult for them to meet both their regular and their program obligations. Faculty in liberal studies programs are compensated for certain activities on an "overload" basis (extra pay for extra work). Even faculty in extended-campus programs participating as part of their regular instructional responsibilities, and compensated on-load, can find their workday lengthened by teaching off-campus and/or in the evenings or on weekends.

Interviews revealed that faculty and administrative staff who were not themselves participating in the extended degree programs offered by their respective institutions were most likely to mention concern about heavy workloads and overextension. In one institution, concern was expressed by such nonparticipating faculty that when too many senior faculty from a single department or academic unit are heavily involved in an extended degree program, the regular unit is not only sapped of certain subject area offerings, but also of needed departmental leadership.

The survey and interview data again did not entirely agree on the extent to which and in what way participation in an extended degree program influences a regular faculty member's opportunities for professional development. Faculty in programs of the extended-campus and liberal studies types generally disagreed with the questionnaire statement, "The workload in this program makes it difficult for me to engage in research or other professional activities." However, interviews with faculty teaching in these programs provided some evidence that professional development is perceived as a problem. Some felt, for example, that insofar as they are instructing outside their major field, they may be somewhat restricted in keeping abreast of new developments in their own field. While survey data from some programs indicated that faculty felt participation would have no effect on their opportunities for promotion, in interviews, program administrative staff and faculty were more likely to express the feeling that this was a problem.

INCENTIVES TO ATTRACT REGULAR FACULTY

Extended degree programs which recruit instructional staff from a host institution encounter particular problems in providing incentives which will encourage faculty participation. About half of the staff in seven of the ten programs which use faculty from a host institution disagreed with the survey statement: "Most of my colleagues would like to participate in the program." Interviews with both involved and noninvolved regular faculty from host institutions confirmed that special incentive and reward mechanisms were required to ensure participation. The two California programs rely to a great extent upon initiative at the departmental level to develop degree programs, and in a number of other programs departmental approval of faculty participation is formally or informally required. This means that in some cases appropriate incentives and rewards must also be established to ensure the cooperation of entire academic units.

Those concerned with identifying effective incentives might well consider the reasons which staff reported in the survey as influencing their decision to participate in a program. Regardless of the particular approach to curriculum and method of instruction, the three most frequently mentioned very important influences on the decision to participate in an extended degree program were "the educational philosophy of the program," "the nature of the academic program," and "the chance to work with adult students." Liberal studies staff were likely, in addition, to mention "the curricular focus of the program." In other words, the unique academic characteristics of the programs appeared to have been the prime motivating factor.

Perhaps of greater interest with respect to faculty recruitment were the influences frequently checked as *not* important, which included: "reputation of program," "previous experience with type of program," and "dissatisfaction with traditional programs." Empire State's staff was an exception here, since 67 percent indicated in a 1974 Empire State College survey of mentors that "dissatisfaction with traditional degree programs" was a "very important" reason for coming to Empire.

A study of the University of California's Extended University program (Patton, 1974) conducted in cooperation with our study, focused on incentives and obstacles to individual faculty and departmental participation. Patton's findings may be generalized with respect to the other case study programs which recruit faculty from host institutions. He concluded that to attract individual faculty members, extended degree programs must emphasize financial perquisites and/or enhanced promotional opportunities. Although this finding seems obvious, a surprising number of our case study programs failed to develop these incentives, primarily because of budgetary constraints. The advantages and disadvantages of various compensation mechanisms for building appropriate incentives for participation are discussed in the concluding section of this chapter.

Drawing from Patton, from survey responses of involved faculty, and from interviews with both involved and noninvolved staff members, we can list six major reasons given by individual faculty members for their participation:

1. General support for the concept of extended education; the desire to "do something" for previously unserved students.

2. Previous experience with continuing education. A majority of staff in the

extended-campus and liberal studies programs indicated in the surveys that they had had experience in continuing education. Interview data further revealed that for some faculty previous experience in continuing education as a student or an instructor has been an important reason for program involvement.

3. Opportunity for contact with certain types of students. Survey data revealed that "the chance to work with adult students" has been an important motivator for many faculty. In addition, interviews suggested that faculty are also attracted by the opportunity to work with students who may be practicing professionals in their fields.

4. Desire to initiate or participate in a new program. Interviews indicated that many faculty see extended degree programs as offering opportunities for innovation and experimentation which regular programs lack.

5. The prestige of participating in the program. While the majority of faculty indicated in the survey that involvement would have no affect on their opportunities for promotion, in several instances faculty were moved to participate because a dean or department chairman indicated that it was a particularly tough assignment, demanding the best faculty available.

6. Extra compensation. Interviews with both involved and noninvolved faculty from host institutions indicated that financial compensation for work in the extended degree program in addition to their regular salaries represented a very important incentive for program participation.

Survey responses and interviews made clear that for individual faculty from a host institution, the major obstacles to program participation included:

- General opposition to the concept of extended education and/or uninformed apathy. Interviews with noninvolved faculty indicated that in many instances, such faculty are not well informed about the general concept, much less about the particular program or programs on their campus.

- Fear that the quality of regular campus programs will be lowered. In one case study program, the best-credentialed faculty instruct in the extended degree program, while non-ladder faculty replace them in the regular program, resulting in complaints from both students and faculty that the quality of the regular program is threatened. Other such concerns focus on depletion of regular program offerings, maintaining the continuity of the regular program, and guaranteeing adequate monitoring of graduate student progress through regular degree programs. This obstacle confronts academic units as well as individual faculty.

- Concern about taking on a heavier teaching load. This problem is most likely expressed by faculty who participate in extended degree programs on an overload basis, but it can also be an obstacle when extended degree program work is on-load, especially if travel to off-campus locations is required.

- Opposition to changes in life style necessitated by instructing at off-campus locations during "irregular" hours.

- Problems in arranging office hours or other means of maintaining contact with extended degree students. Some faculty expressed concern that opportunities for face-to-face contact between faculty and students are too limited.

- Concern about the academic quality of potential students. While this problem is minimized in those programs where admissions standards are the same as for regular programs in the host institution, it may become a major factor where extended degree programs experiment with admissions requirements.

- Concern about the quality of the extended degree program. This is a major obstacle to departmental participation as well as to the participation of individual faculty. Insofar as the extended degree program is a close replica of a regular program but merely more flexible in scheduling, quality is not a major issue. If, however, curricula and degree requirements are radically altered, questions about quality tend to arise.

- Concern that extended degree programs cannot provide degree offerings in certain disciplinary areas, especially the hard sciences. Again, this is an obstacle to overall departmental participation. In general, staff in all of the case study programs tended to have had their most advanced training and to be instructing in three major areas: behavioral and social sciences, applied social sciences and human services, and humanities and liberal/fine arts. Interviews with both involved and noninvolved faculty suggested that a number of faculty do consider extended degree programs inappropriate homes for degree offerings in the hard sciences.

Given these obstacles to participation by individual faculty members, the question arises as to what programs can do to encourage academic units to become involved. Interviews with involved and noninvolved faculty and administrative staff suggested at least four major incentives as highly probable attractions:

1. Opportunity for additional faculty positions. Interviewees mentioned this as a key incentive in departments faced with declining enrollments and possible loss of faculty lines in instructional units.

2. Increased enrollment in regular programs--an incentive for only few programs in which students take some course work in regular degree programs and enrollments are credited to the regular department.

3. Opportunity to meet needs of new students in general and/or special employee groups. In several instances, staff reported in interviews that their academic units had become involved to serve professional groups linked to their specialization. Related was the opportunity to modify

an overly research-oriented image by providing degree programs of a relatively applied nature.

4. Intra- or extrainstitutional political pressure. Academic units sometimes participated in extended degree efforts because of pressure from top-level institutional administrators or from state agencies.

Regular faculty from host institutions who have participated in extended degree programs reported that in general they found the experience satisfying. From approximately 50 to more than 90 percent of the staff in all of the programs surveyed said that "on a good day" they were "very enthusiastic" about their involvement. In addition, as was shown in Table 9 (Chapter IV), from almost 60 percent to more than 80 percent of the staff in all three liberal studies programs and in four of the six extended-campus programs said they would like to remain associated with their programs for "as long as possible."

Our survey data, as well as interviews with program staff, revealed that participation in extended degree programs definitely had a positive impact on staff. They reported an increased interest in nontraditional modes of study, in working with adult students, and in new methods of teaching either a single discipline and/or interdisciplinary subjects. Although the percentages varied across programs, some of the instructional staff in all programs reported they had changed as a result of their participation.

Skepticism about the credibility of extended degree programs decreased for many faculty participants, and in some cases, skepticism about new methods for assessing student performance also was reduced. Although staff reported only slight changes in teaching style, most acknowledged personal benefits derived from the need for more careful planning and presentation of subject material, from having to rethink discipline and/or course content, and in some cases from increased use of varied instructional techniques.

Similar results were reported by Hartnett (1974) in his study of the use of British Open University educational materials at three American universities.

THE ADVISOR/INSTRUCTOR/FACILITATOR ROLE IN INDIVIDUALIZED STUDY PROGRAMS

Turning to programs using the individualized study approach, we find a much greater variety of staffing patterns. Programs emphasizing contracted study and the development of learning resources clearly require a new range of staff roles and personnel. Indeed, a so-called "regular" staff member in an individualized study program may well find himself negotiating with a museum director concerning student access in the morning, doing individual student counseling and teaching a class in the art of orchid culture in the afternoon, and conducting an orientation session for new staff in the evening.

Empire State, Vermont Community College, Minnesota Metropolitan, Goddard's Adult Degree Program, and Life Lab, five of the six programs emphasizing individualized study, employ a combination of faculty assigned to the program, generally full time, and resource people from within and outside the institution, both full time and part time. Three of these programs are new institutions, and therefore must rely on their own personnel for full-time staff. Goddard's Adult Degree Program and Miami-Dade's Life Lab program primarily use their own staff for full-time instructional purposes and do not draw on the resources of the host institutions for such services. Florida International's External Degree Program, which also uses the individualized study approach, has full-time faculty from the host institution allocated to it on a part-time basis. Resource people in individualized study programs may be recruited from occupational and community groups in the local area and from other colleges and universities to work on a part-time basis (either temporary or permanent), or they may be full-time members of the program staff, such as the learning resources faculty at Empire State.

While the most complex and varied staffing patterns were found in the three new institutions, Empire State, Minnesota Metropolitan, and Vermont Community College, the three programs of the individualized study approach housed in existing institutions, at Florida International, Miami-Dade, and Goddard, also reflected new combinations of functions. These latter programs are likely to combine orientation, counseling, identification of learning resources, and instruction. In general, programs of the individualized study approach tend to make heavy use of part-time personnel for counseling, orientation, facilitating student learning through alternative resources, evaluation of students, and administrative functions such as community relations and public information. Several such programs are experimenting with peer counseling--using advanced or graduated students to orient and advise new students.

In the three programs of this approach which are in new, separate institutions, the instruction, counseling, facilitating, and orientation functions are difficult to separate, and they tend to be performed by a variety of personnel. With the exception of Minnesota Metropolitan, which has only recently moved in the direction of regionalism, staffing of these programs is made complex because of the commitment to regional delivery of educational services, which requires staffing regional centers and satellite units as well as supporting a fairly sizeable coordinating center or central office staff of from 20 to 40 persons.

Certainly the most important of the new staff roles emerging in individualized study programs is the instructional relationship between student and "teacher." Our examination of these programs suggests that combining the functions of advisor, instructor, and facilitator of learning through alternative resources requires a whole new breed of "academic" professional, something akin to the notion of the "master teacher." And since these programs have expanded the definition of "learning," both the definition of "teaching" and thus the role of the faculty must be similarly refashioned. Terminology poses special problems with respect to extended degree programs.

In referring to the advisor/instructor/facilitator role, we have fallen back on the term "faculty," not without recognizing its "traditional" connotations. But as yet this new faculty role has not been clearly conceived, which has given rise to several major problems. A central point made in an Empire State College publication (1973b) was that in a number of programs, administrative staff and some faculty felt that faculty were spending too much time in one-to-one tutorial relationships with their students, advising and counseling, and/or emphasizing a single discipline, with a primary reliance on themselves as the major learning resource. One major consequence has been faculty complaints about workloads so heavy that they cannot pursue their own professional interests, thereby limiting their future career options.

THE ONE-TO-ONE RELATIONSHIP BETWEEN FACULTY AND STUDENT

All of the individualized study programs place some emphasis on the one-to-one faculty-student learning relationship, but most of them also give high priority to facilitating student learning through alternative learning resources, both human and material, and ultimately to teaching students tc become independent, lifelong learners. It should be noted that while liberal studies programs also emphasize lifelong learning and the one-to-one relationship, they tend to utilize fewer alternate learning resources and to a lesser extent.

For a variety of reasons, program administrative staff concerned with program policy and development are most likely to identify the reliance on the one-to-one relationship as a serious problem. Overemphasis on one learning mode may be inconsistent with their program's educational goals and objectives, and in interviews at one program it was suggested that an overemphasis on the one-to-one relationship creates a whole new set of dependency relationships, thereby fostering in some students less independence in their learning modes rather than more. And while the traditional "authority" of faculty over students is supposedly considerably lessened in individualized study programs, faculty being frequently referred to as "peers," "resource people," or "co-learners," the following observation from a California State University and Colleges Report (Spalding, 1973) deserves attention:

> The concept of a mentor keeping close watch of a student's progress, of his choices of what to study,. . .may seem to be somewhat contrary to a philosophy of restoring to the individual his central role in the educational process and to the development of individually tailored programs and experiences to meet the needs and desires of each student. Mentoring, unless carefully structured otherwise, can become a means by which faculty decide what students do [p. 29].

There was also some feeling among program administrators that emphasizing a single discipline or specialty area denies students the educational advantage of workind with faculty of a "generalist" orientation; although faculty in individualized study programs are frequently expected to be both "specialists" and "generalists" simultaneously, they are rarely so trained. Furthermore, the tutorial-type of faculty-student relationship is highly time-consuming, a considerable factor in preventing faculty from fulfilling other program obligations, and leading to complaints from them about heavy workloads.

Faculty in individualized study programs vary considerably in the extent to which they see the one-to-one relationship as a "problem." In interviews, a number of them indicated that they were attracted to their particular program precisely because they believed their role would be that of individual tutor, much on the model of the Oxford don. Some of these same faculty, however, did bemoan the time spent in personal advising and counseling; others were disappointed that so much of their time was spent instructing students on a one-to-one basis.

While one might expect to find some examples of team counseling and instruction in individualized study programs, since staff tend not to be organized on the basis of the traditional academic disciplines (Florida International's External Degree Program is an exception here), our study revealed surprisingly few instances of faculty working in teams in any of the program approaches. Two of the California State University and Colleges programs do utilize an interdisciplinary team teaching approach, but staff in several liberal studies programs which have experimented with team teaching in the residency periods, when interdisciplinary studies are often emphasized, reported in interviews that they have not had great success with team teaching efforts.

FACULTY WORKLOADS IN INDIVIDUALIZED STUDY PROGRAMS

Survey data from our study provided some evidence that faculty in individualized study programs are more likely than their counterparts in extended-campus and liberal studies programs to perceive their workloads as "heavy." As reported previously, although the majority of staff in all programs surveyed by us indicated they were either "satisfied" or "very satisfied" with their workloads, staff in the individualized study programs were less likely to be "very satisfied." In addition, there was some tendency for faculty in individualized study programs to describe their workload and quantity of paperwork as "more than" that in regular programs.

An Empire State survey of mentors (Empire State College, 1973b) indicated that 61 percent of them were "not satisfied" with their workloads. Asked in the ESC survey to estimate the percentage of time they actually spend and would prefer to spend on various program activities, mentors' responses were that they would prefer to spend relatively less time on evaluation of students and center development (participation in faculty meetings and local task forces), and relatively more time on instruction (both individual and group teaching activities) and professional development.

Overemphasis on the tutorial-type of relationship with students generally means under-utilization of alternative learning resources, such as community internships, instruction by community professionals, self-study modules, museums, and tape cassettes. For several reasons, faculty tend to make less use of such resources than might be expected. In the first place, some faculty prefer to be the primary learning resource for their students and refuse to use other resources. Second, as discussed more fully in Chapter IV, the identification, development, evaluation, and utilization of alternative learning resources is a task beset with problems, requiring specialized staff training. Finally, insofar as faculty have had traditional training and experience in the academic disciplines, they have often developed a "trained incapacity" to make effective use of alternative learning resources.

ADDITIONAL FACULTY RESPONSIBILITIES IN INDIVIDUALIZED STUDY PROGRAMS

In addition to using varied learning resources, other new skills are required of faculty in individualized programs: how to evaluate credit for life/work experience, how to write educational contracts and narrative transcripts, and how to act as "ombudsmen" for their students. Interviews with faculty in individualized study programs revealed that the multiple responsibilities and the demand for new skills are challenging, but also produce anxieties and tensions. Such faculty often felt they did not know what they were supposed to be doing, how to do it (particularly with respect to the allocation of limited time), or how well they were doing. Hence the cry from both faculty and administrative staff for staff "development."

STAFF DEVELOPMENT IN INDIVIDUALIZED STUDY PROGRAMS

Staff "development" differs from staff "orientation." The formal or informal orientation provided by most of the programs for new faculty and staff has proved particularly inadequate in programs which emphasize the individualized study approach. What is required is in-depth, ongoing development mechanisms whereby regular faculty, outside instructional staff, administrative staff, and students may interpret, clarify, and place appropriate priorities on the various activities in which faculty are involved. Mechanisms for determining the most effective meshing of the activities of faculty and of other staff members also are needed. Methods for evaluating staff performance frequently and comprehensively are central to all staff development, since they help to identify discrepancies between the expected and the actual in performance.

Although staff development is a particular concern in individualized study programs, most of the programs in our study have experimented to some extent with staff development procedures. Specific development and evaluation strategies which programs have introduced include the following:

- Providing feedback to the staff through a review of students' work, design of programs, and faculty members' own documentation of their work with students.
- Rotating committee assignments to permit each member of the staff to have a variety of involvements in the program and in program decisionmaking.
- Allowing new faculty to work with experienced faculty.
- Sharing ideas and concerns through workshops, special courses, and retreats involving staff members.
- Establishing procedures for student evaluation of advisors and instructors with feedback to the staff.
- Holding orientation meetings and developing operational manuals or handbooks describing various staff roles.
- Evaluating staff role performance through interviews and surveys conducted by institutional research personnel.
- Sharing institutional research findings with staff.
- Creating internship positions whereby prospective staff persons spend six months to a year in training prior to being appointed on a permanent basis.

- Recruiting to regular staff positions students who have completed their degree work in an extended degree program.

- Initiating faculty exchanges with other public and private colleges and universities.

Empire State's Center for Individualized Education, sponsored by the Danforth Foundation, addresses the problem of faculty development and orientation squarely, with respect not only to the mentor but also to the range of issues and opportunities basic to many individualized programs.

LIMITATIONS ON FACULTY'S PROFESSIONAL DEVELOPMENT IN INDIVIDUALIZED STUDY PROGRAMS

In addition to the increased workload and its effect on the careers of the faculty in these programs, there are other problems related to their participation.

With the exception of Empire State's staff, faculty in individualized study programs are likely to be younger than their extended-campus and liberal studies program counterparts, and at least partly for this reason, they tend also to be less highly credentialed. Reward structures in these programs also may be such that faculty have no incentives to develop themselves professionally. In programs operating on a 12-month calendar, vacation time is generally taken in bits and pieces, making sustained research or writing difficult. Finally, because these faculty may be involved in a variety of areas of study, with little opportunity to specialize in their own fields, their expertise can become outdated, and their program experiences may not produce particularly negotiable currency in the academic marketplace.

Program-related constraints are not the only obstacles to future careers. In the wider world of higher education, career options for this new breed of academic are undeveloped, and professional opportunities are still relatively few. Such faculty may ask themselves not only, "Where do I go from here?", but also "Which way is up?" Some of our individualized study programs are beginning to experiment with strategies to resolve some of the above problems, such as optional 9-month as opposed to 12-month contracts, specification of a certain number of weeks per year during which faculty do not meet with students, professional leaves and reassignments, and meetings among program staff who share a particular disciplinary interest. Empire State has been in the vanguard of such efforts.

Clearly these problems surrounding the advisor/instructor/facilitator role in individualized study programs represent obstacles to participation, especially for traditionally trained and experienced academics. Not only must a variety of new skills be learned, but awareness of the limited vertical and horizontal mobility now possible in these programs may well make the traditional faculty role in regular degree programs look very attractive. Naturally such problems are not limited to individualized study programs. Concerns about opportunities for professional development are shared by regular faculty from host institutions who, as participants in extended-campus and liberal studies programs, might be considering full-time careers in extended degree programs.

FACULTY ATTITUDES ABOUT THEIR PARTICIPATION IN INDIVIDUALIZED STUDY PROGRAMS

As reported previously, from approximately 50 to more than 90 percent of the staff in all 12 programs we surveyed said that "on a good day" they were "very enthusiastic" about their programs. As shown in Table 9, Chapter IV, however, staff in individualized study programs were likely to be more enthusiastic than their counterparts in extended-campus and liberal studies programs. Comparing staff responses to the question concerning enthusiasm for the program "on a good day" with student responses to a question about the extent to which the program had met their most important educational objective, both staff and students in individualized study programs tended to rank their programs higher than staff and students in programs of the other two approaches.

While about 80 percent of the staff in two of the individualized study programs said they would like to remain associated with their programs for "as long as possible," it is somewhat surprising, given their general "enthusiasm," that only 24 to 38 percent of the regular staff in four of the six individualized study programs (including all three new institutions) wish to remain associated "as long as possible." This response is probably related in part to the uncertain future of some programs or institutions, but it may also reflect the relative youth of some of the faculty. Younger faculty in general are more likely to express dissatisfaction and to plan on making several moves before settling down in academia.

PART-TIME RESOURCE PERSONS (ADJUNCTS) IN EXTENDED-CAMPUS AND INDIVIDUALIZED STUDY PROGRAMS

While regular degree programs rarely utilize part-time personnel, a majority of both the extended-campus and individualized study programs make fairly extensive use of part-time outside resource persons, primarily as instructors. Although there is no agreement on how to designate such staff, in this discussion the term "adjunct" will be used to encompass all categories of part-time outside resource persons employed on a temporary or permanent basis, including such staff as tutors, community resource persons, and field instructors. The issues surrounding the performance of this role deserve special attention here. Although the two approaches focused on here differ considerably in curriculum and method of instruction, the programs face many similar problems with respect to the use of adjunct personnel. (The three liberal studies programs in our study make little or no use of such staff.)

PERSONAL AND BACKGROUND CHARACTERISTICS OF ADJUNCTS

Since the adjunct role is in many respects as novel and problematic as the advisor/instructor/facilitator role, it may be helpful to briefly describe the personal and background characteristics of the adjuncts in our programs. Tables 14 and 15 provide detailed survey data. Our data on staff permitted us to separate out and compare adjunct responses with those of regular program staff for five programs--two of the extended-campus type and three of the six individualized study type (two others of these latter programs make only minimal use of adjuncts at this time). While these data are not complete for all programs in our study that use adjunct personnel, they do suggest certain interesting patterns.

Adjuncts in both types of programs tend to be older and less likely to hold the terminal degree than their regular counterparts on the staff. Less than half of the adjuncts in any of the five programs teach at another college or university, and very small percentages of those in the individualized study programs do. Adjuncts are most likely to be employed in other than college or university instruction, primarily at the professional/technical or managerial/administrative level. In both types of programs, however, adjuncts are likely to have had some experience teaching in a four-year college or university, although less than their regular faculty counterparts, and some adjuncts are quite highly credentialed.

ADVANTAGES AND DISADVANTAGES OF UTILIZING ADJUNCT STAFF

There are a number of advantages in utilizing adjuncts in extended degree programs, the most obvious of which are the facilitation of program flexibility and the increased possibility for rapid responsiveness to changes in student clientele and/or demand for specific subject areas. In general, extended-campus and individualized study programs, always given limited resources, can never hope to maintain full-time staffs prepared to meet all potential student needs and demands, whereas part-time outside resource persons can be called in on relatively short notice to work with students with special problems or to instruct students in particular areas of study. Although adjuncts may be less knowledgeable than regular faculty about recent theoretical developments in their fields, they are likely to be up-to-date on current practices. In some of the case study programs, a number of adjuncts have been employed to provide instruction, which regular program staff could not give, in a new degree area for which there was a demand, such as business or public administration, criminal justice, or health sciences. Program staffing is made much more flexible by the use of adjuncts not only because new subject areas may be made readily available, but also because adjuncts may be employed on a temporary basis; if an area "dries up" over time, adjuncts can be phased out without the program having made a long-term commitment of resources.

Employing adjuncts also promotes better integration of the program with the local community or metropolitan area, in particular with professional groups from whose ranks adjuncts are most likely to be drawn. In general, utilizing adjuncts makes programs more visible in the local area, engenders community support for programs, and taps new student clienteles, frequently employee groups. The incorporation of adjuncts has also operated to identify entirely new ranges of available learning resources.

It must also be considered an advantage that, as staff surveys revealed, adjuncts in both types of programs were more likely than their regular counterparts to be "satisfied" with their workloads. And with respect to overall evaluations of the programs in which they were involved, from approximately 50 to more than 80 percent of the adjuncts responding to the surveys said they were "very enthusiastic." In all five programs in which adjunct responses were separately analyzed, adjuncts were more likely than regular program staff to say they would like to remain associated with the program "as long as possible," with the percentages of adjuncts giving this response sometimes double that of their regular staff counterparts. The general satisfaction reflected in the survey responses of adjuncts may in some part be due to the fact that adjuncts are, after all, part-time personnel earning extra money for doing something they presumably enjoy doing. In the main, they hold regular jobs at the professional or managerial level.

The major disadvantage of using part-time, outside, sometimes temporary adjunct staff is that the credibility and academic reputation of a program may be endangered. There are several reasons for this. First, there are always implicit negative status connotations associated with personnel who are part-time and not "full" members of the educational enterprise in question. Second, adjunct staff are less likely to be highly credentialed academically than their regular staff counterparts, and relatively small proportions of the adjuncts surveyed were primarily employed in college or university teaching. Holding proper academic credentials is perhaps less important for new, separate institutions than for extended degree programs housed in existing institutions, since noninvolved faculty from the older host institution are likely to judge the merits of a new program in good part on its faculty's academic status. On the other hand, new institutions must demonstrate their credibility "from scratch," and the new institutions in our study were less likely to have highly credentialed regular full-time staff than programs housed in existing institutions. Both interview and some survey data suggest that adjuncts as well as regular staff were aware of the credibility problem.

Finally, extensive use of adjuncts in several programs in our study has resulted in concern on the part of regular staff that they do not have sufficient control over the setting and implementation of academic policies and academic "quality control" mechanisms. This problem is exaggerated in some programs by often sizeable geographic distances between the host institution or coordinating center and the numerous learning locations. Regardless of geographic distances, the use of adjuncts does make it particularly difficult for a program to maintain consistent academic standards across a variety of types of learning experiences. Ensuring that regular staff have sufficient control seems to depend more on overall administrative policies than on the actual number of adjuncts used relative to the number of regular staff.

PROBLEMS SURROUNDING THE ROLE OF THE ADJUNCT

- While the role of adjunct staff tends to be fairly clearcut in programs of the extended-campus type, generally involving straightforward group instruction with perhaps some counseling in addition, the adjunct role is more complex in programs of the individualized study approach, frequently involving both individual and group instruction, and sometimes extensive academic counseling.

- Adjuncts may be called on to assist regular staff in such activities as orientation and final evaluation of students. One result of this more complex role is confusion about functions and responsibilities.

- In programs of both the extended-campus and individualized study types, we found that it was necessary to take special care to help adjuncts develop a commitment to the program by orienting them to the program's educational philosophy and objectives.

- Adjuncts must be continually updated on program plans and activities, and care must be taken to involve them in staff development procedures and to give them a role in program policymaking.

- Interviews made it clear that some regular program staff time had to be allocated to recruiting, orienting, updating, evaluating, and just keeping in touch with the adjuncts.

- The use of adjuncts for instruction complicates the evaluation of student performance. Adjuncts in extended-campus programs must be made familiar with evaluation procedures, but these are generally of a rather conventional nature. In individualized study programs, however, the major responsibility for the evaluation of student performance is likely to rest with the student's degree advisor. Adjuncts and advisors therefore must work in consort to ensure that each segment of a student's educational program is appropriately evaluated. This becomes magnified into a problem by the fact that regular program and adjunct staff routinely have contact infrequently, sometimes less than once a month. Survey data for several programs revealed that while both regular and adjunct staff tended to be dissatisfied with the amount of contact they had with each other (whether face-to-face or through phone or correspondence), regular staff were more likely to be dissatisfied with the amount of contact than adjuncts.

- Adjuncts require special support services, ranging from "teaching them how to teach," particularly when adjuncts' major occupational experiences are not in colleges and universities, to providing access to duplicating facilities. One program has a sizeable, full-time support staff that recruits, orients, and advises adjuncts, identifies and develops learning resources, and trains adjuncts to use the resources.

- Frequent and comprehensive evaluation of adjuncts' performance is perhaps even more important than it is for full-time staff in that adjuncts generally are not in close contact and hence cannot provide one another with the day-to-day support and criticism that characterize regular staff relationships.

- Maintaining the commitment of adjuncts who are employed for special services on a short-term basis may become a real problem. Adjuncts must be used fairly frequently to ensure their continued willingness to be involved in a program, but this is not always possible in individualized study programs, since the area of an adjunct's expertise may not be consistently in great demand. Further, in several programs, adjuncts from professional groups in the community have become disillusioned about working with the program after students negotiated learning contracts and then did not complete them.

RECRUITMENT OF ADJUNCTS

Interviews with administrative staff in a number of programs indicated that while it is relatively easy to recruit adjuncts, clear-cut selection criteria and careful screening are essential. In one instance, staff in a newly initiated program placed a newspaper advertisement for adjuncts and received more than 1000 inquiries. They essentially accepted all serious applicants without much screening, and compiled a list of 250 available adjuncts. A number of these proved unsuitable, and effective use could not be made of such a large number. The staff has since pared down the list through careful evaluation of the adjuncts' performance, and now employs new adjuncts only after careful screening.

Somewhat surprisingly, in the five programs where questionnaire responses of adjuncts were analyzed separately from those of regular staff, there was little variation between the two groups with respect to reasons for participating in the program. The adjuncts indicated they were moved by the same three major considerations as all the other staff groups: "the educational philosophy of the program," "the nature of the academic program," and "the chance to work with adult students."

To some extent, however, the incentives and obstacles to adjunct participation in extended degree programs differ from those of regular faculty from a host institution. While most of the reasons for participation also applied to adjuncts, they may also be particularly attracted by the chance to earn extra money. Adjunct responses to staff survey questions indicated that they may participate because of the possibility of securing a full-time position in the program in the future, the prestige of being affiliated with a college or university, the opportunity to work with students who are practicing professionals in their fields, and the opportunity to serve the community. Obstacles to adjunct participation included opposition to or lack of knowledge about the concept of extended education, an unwillingness to work with students at night and perhaps on weekends, and a concern that program participation would take too much time away from their regular job responsibilities.

COMPENSATION MECHANISMS IN EXTENDED DEGREE PROGRAMS

Because of the varieties of types of staff utilized and the heavy reliance on part-time personnel in some programs, the compensation patterns in the extended degree programs we studied proved to be quite different from those found in conventional degree programs. There is evidence, furthermore, that compensation patterns have important implications for developing effective incentive structures which encourage the participation of regular faculty in extended degree programs.

PATTERNS OF COMPENSATION

The case study programs illustrate a variety of patterns of compensation. If participation is onload, extended degree program work is part of a faculty member's regular responsibilities and there is no direct additional compensation. With overload compensation, generally calculated at a lower rate than regular salary scales, regular faculty receive extra pay for extended degree program work in addition to their regular salary.

One of the liberal studies programs compensates faculty exclusively on an overload basis, while the other two use both overload and on-load. Five of the six individualized study programs use the pattern of on-load compensation for regular faculty, with special pay scales for part-time adjunct faculty. We identified five different patterns of compensation in the programs we studied:

1. On-load exclusively: The University of California's Extended University program and Florida International's External Degree Program.

2. Overload exclusively: The program at Syracuse. (The overload pay rate in the Syracuse program was originally calculated at a rate equivalent to the regular salary scale, but it has been somewhat reduced and an upper ceiling on earnings imposed.)

3. Some on-load and some overload: The programs at Roosevelt, Brockport, Oklahoma, and the External Degree Program of the California State University and Colleges system.

4. On-load for regular faculty, with special pay scales for part-time adjunct faculty: Empire State, Minnesota Metropolitan, Goddard's Adult Degree Program, Miami-Dade's Life Lab program, and Community College of Vermont.

5. Overload for regular faculty, with special pay scales for part-time adjunct faculty: The Evening College at Johns Hopkins, the programs at Northern Colorado and Central Michigan.

While some of the programs using adjuncts pay them on a fixed term but nonprobationary contract basis, others pay them on a "piece-rate" basis, generally so much per course, per learning contract, or per advisee. In several instances, this has led to questions concerning the equity of compensation, since the special pay scales are generally not equivalent to the salaries of regular program staff. To avoid such difficulties, one program has changed its piece-rate policy and has initiated a contract system for some adjuncts whereby they are employed on three-month consultant contracts.

Two programs use "piece-rate" pay formulas for regular as well as for adjunct staff. Faculty receive x dollars per course. In addition, they receive y dollars per hour for reading exams, counseling, and assessing prior learning and life/work experience. One liberal studies program which uses no adjuncts compensates faculty for the direction of independent study on an overload basis at a certain percentage of the nine-month salary. However, those faculty who teach summer residence seminars do it entirely on an on-load basis.

One program encountered financial problems, in part because of the level and pattern of compensation. Faculty who taught in the program received overload pay at a rate approximating the per course dollar value of their regular time. This rate was considerably higher than that set by other programs using overload compensation. The pay rate was not linked to the number of students instructed, and there was no extra compensation for directing independent study. During the course of our study, this program adopted a new compensation formula whereby the rate of pay is directly related to the number of courses taught.

STAFF ATTITUDES TOWARD COMPENSATION IN EXTENDED DEGREE PROGRAMS

In all but four programs, a majority of all types of staff surveyed indicated satisfaction with their salaries, with only 15 to 39 percent "not satisfied." The survey data revealed no clear relationships between program approach, whether extended-campus, liberal studies, or individualized study, and the relative satisfaction of staff with their salaries.

Of the four programs in which the majority of staff were dissatisfied with salary, one program pays exceptionally low rates and relies primarily on lecturers and instructors. Extended degree work in another program is often part of a faculty member's regular responsibilities, in which case he receives no direct additional compensation, and faculty obligations in this program have proved to be particularly time-consuming. In the third program where a majority of full-time staff indicated dissatisfaction with salary, feelings of being overworked were complicated by the use of a 12-month academic calendar, since modified.

While regular faculty in the fourth program, which emphasizes the individualized study approach, said they were "satisfied" with their salaries, over half of the adjuncts indicated dissatisfaction. There are several possible reasons for this. Compensation of adjuncts has been very low, and until recently, payment was quite slow in coming because of red tape at the state level. In addition, adjuncts were paid upon completion of a contract by a student rather than upon the initial signing of the contract agreement. While this system of reimbursement had the advantage of linking salary to output (completed contract), the amount of paperwork involved proved time-consuming and costly. Students sometimes failed to complete their contracts, leaving adjuncts unpaid for work already done, and in several instances adjuncts were asked to develop new courses, only to have them cancelled because of student undersubscription, with no reimbursement to the adjunct for his time and effort.

ADVANTAGES AND DISADVANTAGES OF ON-LOAD VERSUS OVERLOAD COMPENSATION

One obvious advantage of the on-load method of compensation for programs in host institutions is that faculty members' time is less dispersed, since teaching in the extended degree program is part of their regular responsibilities. But this mode of compensation offers no special incentive for faculty to participate in a program. Moreover, on-load compensation requires negotiation with regular academic units concerning the percentage of time a faculty member will devote to the extended degree program. And on-load is a more costly form of compensation--at least in dollar terms--than overload. Still another disadvantage is that departments or schools may hire younger replacements at lower academic ranks to instruct in regular degree programs, thus endangering the quality of instruction in the regular programs.

While overload compensation can be a key incentive for recruiting faculty from a host institution, no more than 25 percent of the faculty in four programs where some staff are compensated on an overload basis indicated in survey responses that they were "very satisfied" with their salaries, and from 15 to 39 percent were "not satisfied." Apparently in these cases, some faculty felt the amount of extra compensation was less than adequate, given the amount of extra work required on their part. On the other hand, a majority of faculty in three programs, all of which compensate some staff on an overload basis, disagreed with the survey statement, "Participation in the program should be an on-load activity."

Although overload compensation is cheaper than on-load, faculty so paid are actually "moonlighting," and there is reason for concern that over time the quality of education received by the student may be impaired by the extensive use of this compensation pattern in extended degree programs. This issue is discussed further in the chapter focusing on the economics of extended degree programs.

Regardless of whether compensation is on-load or overload, those involved in initiating or administering extended degree programs need to consider, as some programs in our study did, the incentive value of supplementing base pay with extra compensation for activities such as directing independent study, evaluating life/work experience, and counseling and advising. Faculty from host institutions also would probably be drawn to participate in extended degree programs if extra compensation were offered, depending on such factors as size of student load and time and location of instructional activities.

CONCLUSION

In this chapter we have attempted to illustrate and discuss the multiple and often unique functions of staff in extended degree programs. It is our hope that our findings will enable those involved in such programs to make reasoned decisions concerning the recruitment, utilization, and compensation of various types of staff. Clearly decisions concerning the staffing of extended degree programs must be made within the context of the organization, curriculum, and student clientele unique to each particular program. In brief, our major findings are that:

- Recruiting highly-credentialed faculty from a host institution to instruct in a program enhances program credibility and creates a supportive environment for the program, but special incentive and reward structures are normally required to encourage their participation; perquisites such as extra compensation and/or improved promotional opportunities are frequently necessary. Unfortunately, budgetary restrictions too often prohibit extended degree programs from offering such incentives.

- Regardless of the particular program approach, instructional responsibilities should be carefully defined and delineated so that unduly heavy workloads may be avoided and faculty will have time to pursue their own professional interests and sufficient opportunity for professional development.

- Among the new faculty roles described in this chapter, certainly the most problematic but still very challenging is the combination in individualized study programs of the advising, instructing, and facilitating functions. The result is an emerging new profession, surrounded by the uncertainties and tensions inevitably associated with the new and unfamiliar. Our findings strongly suggest that in individualized study programs, both planning and evaluation procedures should explicitly build in extensive ongoing faculty development strategies.

- In particular, to avoid overdependence on the one-to-one tutorial relationship with students, in which a single discipline is frequently emphasized and faculty rely primarily on themselves as the major learning resource, faculty need training in the art of being both generalists and specialists as well as in the use of alternative learning resources.

- While the use of part-time outside resource persons, or adjuncts, greatly facilitates the flexibility and responsiveness of extended degree programs, clear-cut selection criteria, careful screening, and continual monitoring are essential to the effective utilization of such staff. To avoid endangering the credibility and academic reputation of a program, the responsibilities of adjuncts should be specified in such a manner that regular program faculty retain control over the setting and implementation of academic policies and quality standards. Finally, adjuncts must be oriented to the educational philosophy and objectives of a program, frequently updated on program plans and activities, and involved in staff development procedures.

- Our case study programs illustrated a variety of compensation mechanisms involving combinations of on-load and overload. While overload compensation represents an attractive incentive for regular faculty from host institutions to participate in extended degree efforts and is a cheaper form of compensation than on-load, it may result in overextension of faculty effort and over time endanger the quality of program offerings.

- On-load compensation results in less dispersal of individual faculty effort, but it entails negotiation with regular academic units concerning allocation of faculty time to regular and extended degree programs. Further, regular academic units may hire younger replacements at lower academic ranks to instruct in the regular degree programs, thus possibly reducing the quality of instruction in the regular programs.

It may seem to the reader that the discussion of staffing in extended degree programs has overemphasized the problems and underemphasized the prospects. We only remind the reader that given the youth of the majority of our case study programs, problems and stresses are certainly to be expected, and the resolution of them constitutes a highly constructive experience for all concerned. A statement from a recent Empire State College research report (1974) aptly described the general problems surrounding the staffing of extended degree programs:

> The need for flexibility has been spoken to for each group of personnel in the College. This can not be overstressed, however, in that the academic program and its administration is by design a changing and responsive framework. The tolerance for both change and a certain degree of disruptiveness and uncertainty is a necessary characteristic of persons in the College. . . . Thus, whatever one's position at Empire State, there is a series of responsibilities associated with it that stretch one's competencies, imagination, and commitment of time and energy to the institution [pp. 47-48].

In conclusion, the following quotation (Spalding, 1973) contains perhaps the best general recommendation concerning staffing which we can make:

> . . .more attention needs to be given to a simple fact about human behavior: people will not do, or will not do well, what they have not learned to do. Faculty reluctance to change arises in part because they are beginning to accept and use unfamiliar procedures and are fearful lest they perform poorly. The college should provide time and leadership so that faculty can explore new ideas thoroughly and learn new procedures well enough to perform them skillfully [p. 18].

VIII.

The Economics of Extended Degree Programs

A variety of cost and finance issues surround extended degree programs for adult and part-time students. Off-campus offerings typically require little or no capital outlay in the form of classroom and office space, or dormitory, food services, and athletic facilities. But beyond these obvious capital cost savings, questions are repeatedly asked about how such programs compare in cost with regular campus programs. How do unit operating costs in such programs compare with those in regular programs? Are the "units of service" (credit hours) at all comparable? To what extent are differences in cost related to compensation practices (overload instead of on-load pay)? In attracting a new clientele, how important are tuition and fee levels compared to private cost savings in the form of foregone earnings? (Although not represented by an expenditure of funds, the dollars a student could earn if he were not enrolled--foregone earnings, adjusted for probable unemployment--are a very real cost to the individual and to society.) Do extended degree programs warrant financial support from state and local governments? What start-up and development costs are implicit in various program designs?

Using information provided by administrators, faculty, and students in the programs studied, we discuss in this chapter: unit operating costs and their principal determinants; private student costs and their distribution among students (and their families), employers, and the general taxpayer; and major start-up costs. To set the stage, we shall first, however, discuss some of the conceptual and methodological issues surrounding academic cost accounting, and describe the conventions adopted for purposes of this study.

With respect to the provision of both instructional and noninstructional services, many options confront academicians and educational policymakers. Indeed, program configurations involving face-to-face teaching, mediated instruction, independent study, counseling services, assessment of prior learning, credit banking, and the like, are impressively varied. This fact led Bowen (1973), a member of the Commission on Non-Traditional Study and, at the time, chancellor of Claremont University Center, to "cost out" one model for external degree work, which involved: 1) a program being added to the activities of an existing institution; 2) preparation of study contracts with each student; 3) at least one year of on-campus residence "when feasible"; 4) a coherent, individualized program of study "signifying liberal learning"; 5) standards for admission and graduation comparable to those governing on-campus programs; 6) parallel opportunities for independent study and "contract work" for resident students; 7) guidance and counseling services throughout a student's program; 8) opportunities for part-time students to take resident classes on campus; 9) night and weekend classes available to regular as well as external students; 10) opportunities to complete regular courses via independent study; 11) specially designed courses "delivered by radio, TV, cassettes, computer, detailed syllabi, etc."; and 12) participation of faculty in the program as a part of their regular workload.

We could, of course, take a similar approach and examine several alternative models. But since no two of our case study programs are alike, we will detail the operating costs for each program studied and discuss the principal determinants of their variation.

UNIT OPERATING COSTS

In conventional college programs, units of credit--which serve as a crude proxy for increments in learning--bear a rather systematic relationship to weekly student-contact hours. A three-semester-hour course, for example, typically involves three hours of class contact for a 15 or 16-week period. In some extended programs, most instruction is organized around classes, and credit continues to relate to time spent in face-to-face contact. In other programs, however, the notion of credit (as measured by Carnegie units) has been superseded by "competencies," "student learning days," or some similar unconventional measure. Moreover, regardless of how credit is measured, many programs rely very heavily on internships, mentoring, use of community resources, and self-directed learning, which means that the amount of credit earned can bear little relation to face-to-face contact.

In this study, all unit costs have been translated to semester-hour equivalents, and annual average full-time equivalencies have been defined as 30 semester hours for undergraduates and 24 semester hours for graduate students unless otherwise noted. As pointed out earlier in this report, we made no attempt to measure differences in program effectiveness (or "outcomes"); thus, unit-cost estimates presented here should not be misinterpreted. While we can translate all instructional services into equivalent credit-hour terms, it must be kept in mind that the units are not identical.

Aside from the New York Regents' External Degree Program, each of our case study institutions provides instructional services in its extended format. Expressed in dollar terms, the major determinants of direct instructional operating costs are average class size (or student/faculty ratio), and method of compensation (on-load versus overload or special rates). The former is related to program technology (modes of instruction, location, etc.), the latter is often bound up with the kind of faculty employed.

The matter of faculty compensation is exceedingly important, and naturally influences unit costs in extended degree programs in the same way that it influences costs in regular campus programs. Thus, in a major university with a high salary level and a low teaching load, unit costs will generally be high regardless of the type of program under consideration.

Therefore, that our case study institutions should show a great range in costs should be no surprise. Faculty salary per course ranges from about $750 to $3600 per three-semester-hour equivalent course. The $3600 rate is attributable to the fact that on-campus teaching loads are relatively low at the institution in question (typically six credits per term), largely because all faculty are expected to engage in some research activity and most supervise dissertations and otherwise devote substantial energies to graduate education. A portion of annual salary expense ought perhaps to be allocated to non-instructional research activities. On the other hand, the $3600 figure is based on assistant professor rates of pay, whereas in fact senior faculty frequently participate in the extended program. We shall assume that these counterbalancing considerations offset each other.

Some programs rely almost wholly on "overload" payments, while one is budgeted in much the same way as regular, on-campus, daytime programs. The three new institutions employ regular faculty and support staff at regular rates, but use substantial numbers of part-time, adjunct personnel (tutors, etc.) who receive much less money per hour. Differences in unit costs may not, therefore, reflect differences in the time and energy that faculty (and staff) spend in extended degree program activities as much as variation in rates of pay. Furthermore, if evening, off-campus, and part-time programs expand rapidly over the next decade or so, compensation practices (and government support) could change.

In arriving at the operating cost estimates presented later in the chapter, we have attempted--unless otherwise stated--to include all direct instructional costs (faculty salaries, etc.); all direct program support and administrative services; and a prorata share of indirect costs, for example, a portion of general library expenses, general college administration, etc. Within the extended-campus approach, the first element--direct instructional cost--is typically a function of faculty salary expenditure per course and average class size. In the liberal studies/adult degree programs, the direct cost of instruction is related to seminar expenses and the ratio of students to advisers in independent study. The ratio of full-time equivalent students to regular faculty typically defines direct instructional costs in the individualized study programs.

Depending on the program, other costs directly attributable to instruction include travel expenses (and sometimes per diem), secretarial assistance (preparation of reading lists, examinations, etc.), laboratory assistance, readers, and the like. In some programs, these costs are reflected in the program's budget under the heading of instruction or instructional support, and the services are provided by the program or are "charged back" to it by the faculty member's home school or department. In other cases, at least some of these services may escape measurement because they are absorbed by regular on-campus budgets.

Program administrative costs proved difficult to compare across programs because administrative functions are handled in many different ways. The program director and his staff generally carry out the following kinds of functions, all of which require resources: 1) organizing programs of study with the help of key faculty; 2) recruiting students and adjunct faculty; 3) scheduling classes; 4) preparing brochures and publicity releases; 5) arranging travel itineraries; 6) ordering books and other instructional supplies; 7) guiding students through the programs; 8) evaluating transcripts and assessing nonformal learning experiences; 9) receiving and disbursing income from tuition and fees; and 10) processing student records. In some multipurpose institutions, however, selected program support functions are performed by central campus offices and are not reflected in the program's budget.

Beyond organizational variants, the range and magnitude of administrative activities vary by program. In instances where there are instructional services for special clientele groups, these must be shifted frequently from one site to another unless, as in the Armed Forces, high turnover within the clientele group results in a steady flow of incoming students. In programs that make a great deal of use of adjunct or field faculty, recruitment and orientation may take considerable resources in the form of time spent on coordination. Sometimes scheduling classes and arranging for classroom space and transportation may call for greater-than-average resource inputs, especially in geographically dispersed programs. The evaluation of transcripts and, where applicable, past life/work experience, typically takes more time per student than is spent on students in on-campus programs. And resolving problems encountered by faculty in the field and arranging for secretarial services, books, and other course materials at distant locations is time-consuming.

In some programs, training officers from industry, the military, or government help bridge the resource gap by arranging appointments and providing information, general counseling, classroom and office space, supplies, materials, and audio-visual, library, and similar resources. Occasionally, arrangements with community colleges serve a similar purpose for programs that operate at the upper-division undergraduate level. The large off-campus programs in our study (Central Michigan and Northern Colorado) have found it advisable to decentralize many support functions, and have organized regional offices in areas where large numbers of students are concentrated.

Programs also vary in the extent to which they draw on the resources of the rest of the host institution. Obviously, no program operated by an existing campus is completely self-contained, and even new institutions typically make use of system-wide computer services and student record and financial management systems. The per student cost of admissions and records operations may be higher in external than in regular programs, in part because of some overlap and duplication, but more importantly because older students typically have had a greater array of formal and nonformal learning experiences to be evaluated for placement purposes.

Key campus administrators and other institutional personnel often spend a disproportionate amount of time in relation, say, to enrollment size, dealing with external degree programs, especially if questions arise as to their legitimacy. On the other hand, as noted, extended programs generally make effective use of space and reduce construction because academic work is often scheduled at other than peak load periods, and there is no need for additional classrooms or student housing. When classes are taught off-campus, classroom space is often rented, although sometimes it is made available without direct charge. Some extended degree programs appear to make less-than-average use of college libraries and other academic support resources because they rely heavily on experiential learning, and off-campus students often use library resources in their home communities. We have made no attempt to cost out these and other "external" costs and cost savings, which are no different in principle from publicly-provided fire, police, and other municipal services typically rendered to existing campus-based institutions, but probably much more important in terms of magnitude.[16]

EXTENDED-CAMPUS APPROACH

Programs of the extended-campus variety rely on formal classwork as the principal mode of instruction. Four of the programs--at Johns Hopkins, Roosevelt, and the two systemwide efforts in California--offer most of their classes in late afternoon or evening hours either on-campus or relatively close by. Central Michigan and Northern Colorado use a variety of class formats, with much formal course work scheduled in short time segments away from the campus--for example, five consecutive work days or two weekend seminars with three or four weeks between meetings.

Each extended-campus program in our study compensated at least some of its regular faculty on a released-time basis, meaning that a share of a faculty person's regular full-time salary is charged to the extended degree program. In four cases this on-load pattern of compensation was limited to departmental program coordinators or selected faculty who were organizationally responsible to the campus administrator of the extended degree program. In one case, roughly two-thirds of the participating faculty were paid on an overload or special payment basis, while released-time arrangements were worked out for the rest. In another program, all faculty who taught in the extended degree program were paid on-load. Most were regular ladder faculty, some of whose regular duties were picked up by visiting professors; others were junior-level faculty hired to teach full- or part-time in the extended program. Faculty salaries were relatively high in either case.

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[16] Under a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), the institutional research office of Empire State College has embarked on an effort to develop useful cost-effectiveness models for nontraditional forms of higher education. Among other factors, the Empire State group is examining "external costs" of program operations.

In one program that relies for the most part on overload compensation, approximately 62 percent of all program revenues were used for instruction and academic program administration. The remaining 38 percent was allocated to the campus on the basis of a rather careful cost accounting carried out a few years ago. This money pays for services of the library, registrar, physical plant operations, and university administrative services. We estimate that direct and indirect costs in 1973-74 averaged $41 per semester hour. Students pay somewhat more than this amount; the difference, about 10 percent of program revenues, is a modest, unallocated contribution to the university over and above the 38 percent referred to above. Of course, $41 per semester hour suggests that expenditures average about $1,000 to $1,200 per FTE student annually, figures far below the average cost in on-campus programs at equivalent levels.

In another case, where 60 percent of a student's course work was taken in regular departments and divisions of the university, nearly 40 percent of the work was offered directly by the program, most of it taught by part-time faculty employed at special rates. This 40 percent of the program is known to operate at low cost per credit hour: Adding in program administration and general academic counseling, which are handled in the same office, and assuming the program draws on universitywide resources much like any other program, which empirically seems to be the case, we judge that total (direct and indirect) cost per FTE undergraduate student was approximately $1,500 per year, a figure several hundred dollars below the average across the university, and implying a cost of $50 per semester hour. Because tuition and fees exceed this rate, it would appear that this program yields a small surplus that goes to support other university endeavors. In this institution, as in others, meaningful comparative cost data were not available. Rather than an overall average, costs in extended programs should be compared, if possible, with programs in comparable fields of study and at the same level (for example, lower division, upper division, Graduate I).

Another institution offers a variety of curricula at the baccalaureate and master's levels, each with somewhat different cost configurations. While some instructors and coordinators are compensated on a released-time basis, most of the instruction is paid for on overload. Program budgets contain money for faculty salaries, department-level program administration, materials, travel, and evaluation. One-third is added to this base for printing, publicity, the services of the Office of Continuing Education, and various university support services, such as the library and registrar's office, and including data processing, postage, and telephone service. However, it is likely that program operating budgets understate the extent of institutional academic support, student services, and general overhead expense associated with each program. At least one practice that contributed to the difficulty of making a more accurate assessment was that money for library services, channeled through Continuing Education, was deducted automatically from a formula-based general library appropriation. Thus, while each program of instruction was intended to be self-supporting, we judge that the average fee per semester hour of $36 understates the true cost by as much as 15 percent. Stated costs per FTE student for the several extended degree offerings ranged from $840 to $1,590, with no consistent difference between work at the master's and upper-division baccalaureate levels. These unit costs are considerably lower than costs in comparable regular programs on campus.

In another extended-campus program, a central office administers a variety of offerings on several campuses, and all instruction is paid for on an on-load basis. Not counting central office expenses, or money allocated for student aid and long-range planning and development, cost per FTE student amounted to approximately $2,339 in 1973-74--$1,834 for instruction and program administration and $505 for general campus support. As in the case of statistics for regular, on-campus programs, however, this estimate makes no allowance for the substantial research expectations implicit in workload patterns at this institution. Cost per semester hour, in other words, was in the neighborhood of $95. Over three-fifths of the students in this program are candidates for the master's degree. Again, unit costs are considerably lower than costs in on-campus programs at the same level.

The two geographically dispersed program efforts, which operate principally at the graduate level, reported unit costs in the range of $1,350 to $1,800 per FTE student. Both use a variety of class and seminar formats, among them such arrangements as weekend seminars two or three weeks apart combined with independent study, and daily sessions over a week or ten-day period. Both programs also use a number of adjunct faculty, especially in areas like Washington, D.C., and pay most of their own faculty on an overload basis for teaching and performing related tasks, such as, for example, counseling. Program administration is carried out on the home campuses as well as by program staff located in other areas where substantial numbers of students reside. Program administrative expenses account for nearly 40 percent of total cost, and faculty salaries and travel expenses for another third. Since most, if not all, of the students' work is completed far from campus, the modest university overhead rates charged to each program may reflect measurable university support. The higher expenditure per student in one program than in another is related principally to the purchase of special management and financial services.

LIBERAL STUDIES/ADULT DEGREE APPROACH

Much of what has already been said about unit operating costs in extended-campus programs applies to the four case study institutions that alternate independent study with short, campus residencies: Oklahoma, Brockport, Syracuse, and Goddard. As noted in Chapter II, Goddard has individualized curricula, but a Liberal Studies/Adult Degree type of delivery system. Because the delivery system is generally a more salient cost factor, the Goddard program is discussed in this section.

Like the programs alluded to earlier, the Liberal Studies/Adult Degree efforts vary in faculty compensation practices. One program relies on a combination of regular, full-time faculty, plus adjuncts, with the former bearing over 50 percent of the instructional load. The other three programs use regular faculty assigned to the program part time and sometimes on an overload basis. The rate of compensation per credit hour, however, varies tremendously from program to program.

One of the liberal studies programs is organized in such a way that students attend one three-week seminar each year. Between seminars, they study on their own, relying heavily on study guides and assigned readings. A large number of regular faculty, approximately 100, participate in this program and receive a small fee each month for each "active" student they advise. Approximately 20 of the 100 faculty teach seminars, two faculty members to a seminar. Generally speaking, 20 to 30 students is the average size of a seminar, which meets five hours per day, five days a week for the three weeks. By also using weekends and evening hours, some seminar periods have recently been shortened to 16 days. In dollars, this program is one of the least expensive found in the study. Several factors make it possible for the program to operate at a cost of about $24 per semester hour or $725 per "active" FTE student: There is one seminar for each student per year; the clerical arrangements, such as the stenographic pool and automatic dispatch of assigned books from a central storehouse, are administratively sound; the curriculum is highly-structured; and the program is large. Direct instructional expense--mostly faculty salaries--amounts to about 42 percent of the total; program administrative and support services account for about 35 percent; and 23 percent is a federally-audited estimate of universitywide overhead expense.

A similar program also relies heavily on one three-week residency seminar per year plus independent study. This program, however, differs from the previous one discussed in several ways. Its enrollment is considerably smaller, and until recently, students in this program were expected to spend two weekends on campus for advisement and testing. Although just as many faculty participate in seminars as in the other program, each person teaches one seminar per year on overload compensation, which amounts to approximately one-third of his base pay. The ratio of FTE students to FTE faculty is also considerably different--about 40:1 in the former program and 18:1 in this program. In effect, the result is a per FTE student cost, both direct and indirect, of approximately $1,830, or $61 per semester credit hour, with over half going for instructional salaries. Aware of economic difficulties that developed over the course of the year that we studied this program, faculty took a reduction in salary; the new salary formula is directly related to the number of courses taught. A trimester system also was introduced, calling for three eight-day seminars per year. The per unit cost in this program is considerably lower than unit costs for comparable on-campus programs.

In another program, it is next to impossible to determine unit costs for instruction. Each student must complete one seminar per year, spending three weeks or six weekends on campus, but since many of the students live near the campus, some elect to take course work in lieu of doing independent study in preparation for the seminar. Faculty are paid 7.5 percent of their regular nine-month salary for team teaching in summer seminars, which typically contain between 20 and 25 students. They then supervise the independent study of 10 to 12 students from each seminar group, although there is no direct compensation for this additional work. Student credit hours generated by the program are counted in the workload statistics of various departments. Less than half the departments give faculty released time by reducing their regular 9-hour teaching load by the customary three hours. Program administration is subsidized largely by direct state appropriation for continuing education activities, and no special account is made of overhead costs. We estimate that the program may cost approximately $1,200 per FTE student, or about $40 per semester credit hour.

In still another program, students attend two-week residency seminars at the end of each six-month semester, at which time they review progress, attend workshops and seminars, participate in short courses, and plan their individualized programs of study for the following term. Eight faculty members--both regular and adjunct--work with approximately 65 students, considered a "group," during each residency period--a student/faculty ratio of approximately 8:1 when students are on campus. Regular full-time faculty work with six groups during the year, so that during 24 weeks of the year, each regular faculty member spends much of his time with students on campus. At other times, he maintains contact, via telephone, letter, campus visits, group get-togethers off-campus, and newsletters, with students pursuing independent study projects. The ratio of all students to regular faculty here is approximately 45:1; if the full-time equivalent of adjunct faculty are added in, the ratio drops to approximately 30:1. Faculty salaries constitute two-fifths of estimated total cost, with another 15 percent of the total for program administration and related expenses. The remainder--45 percent of the total--represents overhead charges for plant operation and maintenance, the registrar's office, universitywide administration, and related services. Estimated total cost per semester hour is $42.50 or $1,275 per FTE student. Actually, students pay over one-third again as much, with the surplus going to subsidize on-campus programs, which are more expensive and fail to cover operating costs.

INDIVIDUALIZED STUDY APPROACH

The remaining programs in our study--Empire State, Minnesota Metropolitan, Community College of

Vermont, Florida International, and Miami-Dade--have individualized their curricular offerings to a significant degree. The first three are new public institutions; the other two operate from multi-purpose campuses that only recently came into existence. Also discussed here is one of the several extended degree efforts operated as part of the External Degree Program of the California State University and Colleges: Sonoma State's MA in humanistic psychology, which is unusual in that it does not involve conventional curricula delivered in typical classroom settings.

Since these are emerging or developing institutions, it is particularly difficult to identify unit operating costs. Midway through the year, one competency-based program substantially revised the procedure by which students are oriented and develop their study plan, building somewhat greater standardization into the whole process. Students may claim prior achievement of some competencies; other competencies are established as targets and students are encouraged to explore alternative ways of achieving them: for example, through independent study, group learning experiences, tutorial work with adjunct faculty, or internships. Study contracts are devised by students and their faculty advisors. Each study unit contract, which represents the vehicle for implementing part of the study plan, generally calls for payment to adjunct community faculty of $31.50 per student. At this rate, a full-time community faculty member could earn $7,560 by serving 30 students, each of whom works on eight contracts per year--certainly a relatively low rate of pay. On the other hand, regular faculty, with only somewhat broader program responsibilities, earn an average of about $17,500 per year and are expected to work with about 30 students at a time.

The workload has been something of a strain for those faculty who see their principal role as a mentor or tutor. Efforts are underway to alter the role of the regular faculty to one that emphasizes facilitation of student learning rather than tutorial relationships. It is estimated that, exclusive of special purpose grant funds, the program is now costing about $1,700 per FTE student for a full year, or an equivalent of $57 per semester hour. This amount is about 10 percent higher than for comparable programs on other campuses within the same system, figuring on the basis of a 9-month FTE plus full-time summer session costs. Over the next year or so, program administrators hope to reduce unit operating costs to between $1,300 to $1,400 per year, in dollars of constant purchasing power.

A similar but more geographically dispersed program in another state, about three times as large, uses approximately the same "style of operation." Following group pre-orientation and orientation sessions, a portfolio is developed, past experience is evaluated, and a study plan is devised for the remainder of the student's work. Much of the student's work takes the form of independent study or field work projects; some take course work. Because this program operates throughout the year, program administrators multiply the number of FTE students at any moment in time by 1.33 to equate the annual workload to standard, 9-month programs. The resulting number is called an "FTE-9." In 1973-74, the ratio of FTE-9 students to FTE faculty was approximately 24:1. Ignoring special purpose grants, which have been used largely for developmental purposes, this program, which is now (1974-75) in its fourth year, operated during 1973-74 at a cost per FTE-9 of approximately $2,200, including faculty fringe benefits, which are not counted in the program's budget. This works out to $73 per semester hour, but is less than in other "developing institutions" within the same multi-campus system. Instructional costs constitute about 60 percent of the total expense. It is expected that operating costs per FTE-9 will fall to about $1,850 during the 1974-75 year.

One program that uses a self-directed approach to learning relies heavily on a handful of regular faculty, supplemented by full- and part-time paraprofessionals who facilitate and monitor each student's work. Students typically take only a few "courses" in the program, which some view as representing an alternative path to the fulfillment of general education requirements. Students fulfill some course requirements by various means, such as independent study, group-designed mini-courses, and project work. One full-time paraprofessional is employed in the program for each 36 FTE students. Staff members meet with students individually at least four times per term to review progress, point out additional learning resources, and otherwise monitor progress.

It is estimated that instructional costs (faculty and staff salaries, program administration, and support services) amount to about $500 per FTE student. When campus and systemwide overhead costs are added in, the figure is approximately $1,200. This program makes extensive use of audio-visual services, which is one important overhead item. The $1,200 estimate implies that costs are about $40 per semester hour.

One individualized study program among our case study institutions is operated by a department on the campus. Periodically, one-day admissions/orientation workshops are held to acquaint prospective students with the program. Students then select a faculty adviser, who helps a student (or group of students) plan a study program around independent study, formal or informal course work, and internship experiences. Students keep in touch with their advisers periodically, and faculty communicate with supervisors of interns once per term. Portfolios are reviewed at the end of each student's period of study and examinations are also given at that time. The stated costs of this program depend on the number of formal and nonformal extension courses written into the student's study plan. Operating costs seem to be in the neighborhood of $27 to $44 per semester credit hour--or, since it is a graduate program, between $648 and $1,048 per FTE student. Like other extended degree programs offered within this multi-campus system, it is possible that the rather modest campus and system overhead charges made against the program do understate somewhat the actual value of campus resource services utilized.

In another program, somewhat like the one just discussed, applicants are initially counseled by program staff. The prospective student then formally applies to the program, and if a faculty member in one of the cooperating departments within the university accepts him, the program counselor, the student, and the faculty adviser meet. In one or more additional meetings, decisions are reached about transcript and past life/work experience credit, and a study plan is devised. The plan may call for independent study, a project, or formal class work. To the extent that formal class work is taken, regular fees per credit hour must be paid at the college or university from which the work is taken. The faculty adviser is charged with the responsibility to facilitate, monitor, and evaluate the student as he moves through his program of study.

This program is so new that it is difficult to judge the cost of serving the students enrolled in it. In terms of an analysis of faculty time spent in serving the first group of graduates, it would appear that the cost in faculty time and program administration during the first year may have totaled approximately $1,250 per graduate, not counting formal class work. These students typically had to accumulate about one year of credit for the degree. On the average, about half of this credit was awarded for past life/work experience, and the rest was taken while in the program, mostly in the form of independent study. However, about half of the graduates took some class work as well. No allowance has been made for universitywide overhead expenses associated with the external degree program.

Program officials feel that the direct costs of the program should run about $1,200 per student per year. On paper, and ignoring hidden costs of unknown magnitude, costs at the program level were about $630 per student during this past year. If we assume that the "cost saving" involved in granting credit by evaluation approximately offsets the cost of class work not included in the $630, it may be roughly estimated that the program was operated for about $900 per FTE student, assuming noninstructional overhead expenses amounted to 30 percent of total costs. It is worth noting that in one department, a full-time adviser was recently hired to work with 65 students. In the spring, she was working on a system to have old students orient new ones, and had lined up some faculty from another university to teach on a volunteer basis. Students are supposed to meet with her once a month or be in contact by telephone every couple of weeks.

Another program, organized as a separate institution, operates in several learning sites. But, while degree candidates write a contractual study plan, degree and nondegree candidates alike typically take a good deal of class work. This program, which has received considerable support from federal government agencies and foundation sources, has used most of these funds for operating purposes. Initially, instructors in the program taught on a volunteer basis. Later they were paid approximately $7 per contact hour, or $225 per course, plus reimbursement for travel, babysitters, and other work-related expenses. Most classes are small, averaging nine or ten students, which is not surprising in that a number of students live in relatively isolated rural areas of the state.

Approximately 70 percent of the college's resources were devoted to instruction and student support, but very little--about 18 percent of total expenditures, excluding student financial aid--went to pay for teachers. The remainder was used for academic support services (such as recruiting instructors, designing curricula, assisting teachers in designing courses, and obtaining books and supplies), and for student services (such as counseling and tutoring students and performing related functions). Approximately 30 percent of the college's expenditures were used to provide central office coordination and administrative services in 1973-1974.

While the direct cost of actual instruction per semester hour, at less than $10, was low, the total direct and indirect cost was relatively high--on the order of $55 to $60 per semester credit hour, or about $1,700 per FTE student. This cost-per-student, however, is about $1,000 less than costs in other four-year public institutions in the same statewide college system, although it may equal or exceed unit costs at the lower-division level.

Budget documents fail to reveal some changes in institutions or systems that can be attributed to the effect of extended degree programs and can have significant cost implications: changes in class or section sizes in regular programs on the same or neighboring campuses; "overextension" of faculty resources; and "side effects" on regular faculty workload definitions and salary levels.

At least two programs have elements which suggest that the actual incremental cost of providing instructional services may be considerably below the average cost estimates calculated from budget documents. The program offers many of its regular classes during late afternoon and evening hours. And since a majority of each student's program consists of courses taken from regular departments on campus, it is conceivable that many students can be accommodated without the addition of new courses or new sections to departmental offerings. In another institution, some part-time students have been allowed to take regular, on-campus courses, pretty much on a "space available" basis. Other part-time students have been added to sections that routinely are offered to on-campus students in the late afternoon. In this state-supported institution, some resources formally allocated to the extended-campus program for operations have doubtless been used to achieve other objectives--or have freed existing resources for other purposes, which amounts to the same thing.

Deriving accurate cost estimates is a complex exercise. For example, one extended degree program over the last decade has just about offset enrollment declines elsewhere in the university. Although a majority of the courses taken by students in the program are offered by regular departments, some faculty argue that courses offered by the program are "stealing students." Regardless of the merits of their argument, it illustrates a point; if enrollment shifts do occur, budget data may understate the cost of mounting the new programs, unless administrative action is taken to reallocate resources away from departments experiencing the enrollment declines.

The matter of overload compensation is bound up with the thesis that extended degree programs can result in overextension of faculty resources. The advantages of part-time pay for part-time work, however, must be considered. Overload compensation provides a clear incentive to faculty to participate in the program and it seemingly minimizes unit costs of instruction. The most serious counter argument is that overload pay will partially deflect faculty attention from other important duties or over commit their time and energy. The cost of this "overextension" may take various forms--cancelled classes on-campus, inadequate preparation, poor instruction due to fatigue, failure to meet committee assignments, lower research output. While these effects are felt in some of the programs being studied, we were unable to determine whether their magnitude offsets the differential between overload and released time compensation plus the value of any pedagogical improvements that may stem from working with adults.

Finally, with respect to possible side effects on faculty workload norms and salary levels, faculty in at least two programs expressed some concern about how their "moonlighting" might be viewed by legislative officials. We have no way of knowing whether the availability of overload compensation has had any perceptible impact on decisions to maintain (or, as some faculty fear, to increase) work norms or hold down regular salary increments. To the extent that special programs for adults have had such impacts, we have doubtless over- or understated, as the case may be, the true dollar cost of operating the new programs.

To sum up, measurable unit operating costs in the extended degree programs that we have studied are generally lower than costs of on-campus programs at the same level. In part, this stems from frequent use of overload compensation. It is also attributable to the offering of programs in subject areas that are relatively popular and can attract sufficiently large numbers of students to cover all, or a substantial fraction, of total costs. Thus far, at least, programs that alternate independent study with intensive campus residencies are less expensive to operate than the individualized study programs housed in new institutions, although we do not know how the programs differ in terms of "outcomes." It will be some time before we know where long-run average costs will settle in the new ventures among our case studies--like Minnesota Metropolitan, Empire State, and the two community colleges, Community College of Vermont and Miami-Dade.

PRIVATE COSTS

The cost to a student, his family, or employer of going to college typically includes tuition and fees; books, supplies, and other incidental expenses (babysitters, transportation, etc.); and foregone earnings. The student who lives on campus incurs additional room and board expenses. Whatever he pays over and above a fair market value of his regular, at-home accommodations is a cost attributable to his education. The same is true of extra expenses, or savings in costs for recreation, including, for example, such items as health services, health insurance, cultural events, access to libraries and museums.

It is unusual, of course, for all private costs to be borne by the student. Some expenses may be shifted to parents or a spouse. If the student is employed, his employer may reimburse a portion of his out-of-pocket expenses, as well as give him some time off for study. The general taxpayer also may pick up a portion of the costs through grants, scholarships, partially subsidized loans, and reduced tax revenues because of a smaller tax base, that is, less earnings. A discussion of the way in which private costs are shared by students and their families, employers, and the general taxpayer is reserved for the next section of this chapter.

TUITION AND FEES

In our case study programs, basic tuition rates per semester credit hour (or its equivalent) vary from a low of $8.33 in Miami-Dade's Life Lab to a high of $75.00 in Northern Colorado (Table 16). In comparison with on-campus programs in the same institution or system, the tuition rates for the

TABLE 16

GENERAL TUITION AND FEES PER SEMESTER HOUR OR THE EQUIVALENT, AND PER YEAR (30 SEMESTER HOURS), BY PROGRAM, 1973-74

Program	General tuition and fees	
	Per semester hour or equivalent	Per year (30-semester hours)
Oklahoma BLS	$17.50	$ 525.00
Brockport BA/LS	27.60[a]	828.00
Syracuse ISDP	56.00[b]	1,680.00
Goddard ADP	54.33	1,630.00
Roosevelt BGS	61.00	1,830.00
Johns Hopkins EC	45.00	1,350.00
Central Michigan IPCD	60.00	1,800.00
Northern Colorado CSAP	75.00[c]	2,250.00
University of California EU	27.50[d]	825.00
California State University and Colleges EDP	36.13[e]	1,083.00
Florida International EDP	19.67[f]	590.00
Minnesota Metropolitan	13.33	400.00
Empire State	27.53[a]	825.75
Miami-Dade LL	8.33	250.00
Community College of Vermont	10.00[g]	300.00

Excludes NY Regents EDP which charges various rates for tests and assessments. [a] Upper-division rate; lower-division rate is $5 less. [b] Rate in effect Spring 1974; earlier rate was $47 per credit. [c] This program is self-supporting, receives no state or federal grants, pays both direct and indirect costs, pays high travel costs due to distant location, and also backs up developmental costs. [d] Graduate level rate assuming 6 credit hour load per quarter. Upper-division, undergraduate rate is $20 per semester-hour-equivalent, assuming average half time-load of 7-1/2 units per quarter. [e] Weighted average, tuition charge; understates true average because $27 per SH fee in MA Psychology program at Sonoma State College does not cover cost of informal and Extension cources. [f] Assumes 15 QH credit load over three-quarter period, with one-third course work and two-thirds independent study and project work. Does not include $350 assessment fee, which covers writing of the educational contract, assessment of life/work experience, and up to 25 quarter credit hours of independent study. [g] Tuition of $30 per course is voluntary except for those who receive financial aid.

extended programs were higher at Central Michigan, Northern Colorado, and California State University and Colleges; about the same at Oklahoma, Brockport, Roosevelt, Florida International, Miami-Dade, Minnesota Metropolitan, and Empire State; and lower at Syracuse, Johns Hopkins, the University of California, Community College of Vermont, and Goddard.

BOOKS, SUPPLIES, AND OTHER INCIDENTALS

The cost of books and supplies varies considerably across programs. Paperbacks are used in several programs, especially those that emphasize applied social sciences. Expensive hard cover books are required in some specialized programs--for example, in technical-scientific areas at The Johns Hopkins Evening College. The Oklahoma BLS program is unique in our study in that many required books in the curriculum are lent to students "free of direct charge" from a central storehouse. Assuming that books cost about $18 per three-semester-hour course, a student at Oklahoma is likely to save $150 to $180 per year. Not only does book lending reduce expenses to the student, but it adds to the efficiency of program operations--at least in the short run. Although the task of guiding a student through independent study is easier because reading lists change infrequently, an offsetting disadvantage of the BLS book system, in the minds of some faculty, is the rigidity that it imposes on the curriculum. This is said to be especially serious in the social sciences. Each professor has approximately 40 titles from which he can select the books he wishes his students to read; the average assignment has been 18 to 20 books. Faculty book committees recommend changes in the list, which alters two or three titles in each area each year. Recently, the inter-area part of the curriculum was loosened up by moving to a balance between required readings and optional selections from an additional list. Faculty committees thus presumably spend less time preparing standardized examinations than they otherwise would, and when a member of the faculty retires or takes a leave of absence, colleagues find it relatively easy to pick up advisees who would otherwise not be covered.

Table 17 shows the proportion of students who reported encountering various expenses as a result of participating in the program. In addition to books and supplies, other out-of-pocket expenses frequently included local transportation and parking fees; room, board, and travel costs to-and-from campuses or testing centers where resident seminars or examinations are given; and the cost of babysitting and housekeeping help when studies interfered with child-rearing and other work around the house.

Resident seminars--and in the New York Regents program sitting for examinations--can easily add $300 or more to the annual cost of program participation, even allowing for some reduction in each family's food budget. The precise amount of such costs depends on the quality of away-from-home accommodations, the amount of time on the road, and the distance from the campus or testing center.

Thus far we have emphasized the private cost of participating in an extended degree program, assuming the alternative is not to attend college at all. But if the alternative is to enroll in a comparable on-campus program, the extended degree option offers two significant cost savings. First, living expenses are held to a minimum if the alternative is a residential program. Second, interference with paid employment or work at home is typically reduced because the program is shorter, there is greater scheduling flexibility, and the student can enroll part time. Compared to students of conventional college age, nontraditional students typically have significantly greater family and job responsibilities. A geographic move often means uprooting an entire family and loss of substantial equities in a job for the principal breadwinner.

FOREGONE EARNINGS

For higher education as a whole, foregone earnings per full-time-equivalent student are estimated to have averaged $3,668 in 1970-71 (Carnegie Commission on Higher Education, 1973b). A more recent estimate of the Commission's (1974) puts the average at $4,200. These estimates assume that actual foregone

TABLE 17

PRIVATE COST OF PROGRAM TO STUDENTS OTHER THAN TUITION AND FEES, BY PROGRAM, IN PERCENTAGES

Programs	N	Students reporting private costs						
		Loss of over-time pay	Stopped working or work less time	Cost of baby-sitters or other help	Cost of books and materials	Travel	Food or lodging away from home	Other
Liberal studies								
Oklahoma BLS	602	4	7	5	30	63	63	8
Brockport BA/LS	148	15	12	14	87	89	53	8
Syracuse ISDP	88	1	24	7	96	91	89	17
Goddard ADP	262	7	37	18	89	86	69	11
Extended-campus								
Roosevelt BGS	173	10	19	12	81	57	27	8
J. Hopkins EC[a]	574	14	9	7	87	63	20	3
C. Michigan IPCD[a]	395	7	5	5	74	52	29	5
Individualized study								
Florida Int. EDP	60	8	10	2	75	62	18	8
Minnesota Metro.	355	9	20	17	81	73	13	8
Miami-Dade LL	186	9	15	8	67	45	10	6
CC Vermont	249	2	8	19	59	55	4	2

[a] Graduate and undergraduate student responses combined.

Source: Student Survey, Spring 1974.

earnings stemming from college attendance average about 80 percent of potential earnings.

Our student questionnaire asked for the combined income of the student and, if married, his or her spouse. In at least five programs--Oklahoma, Brockport, Syracuse, Central Michigan, and Florida International--median family income in the year preceding the survey exceeded $15,000. Comparable data for Central Michigan, Empire State, and the New York Regents' programs were not available. It was between $12,000 and $14,999 in five other programs--Roosevelt, Johns Hopkins, Minnesota Metropolitan, and the two California programs. (The UC data refer to 1972-73.) Somewhat lower average incomes were reported by students in the two community colleges, Miami-Dade and CCV, and at Goddard. These reported incomes, of course, already reflected some of the effects of program participation on personal and family income, since attendance at classes, meetings with mentors, and independent study take time away from other activities. However, as can be seen in Table 17, fewer than half of the respondents in each program reported either "loss of overtime pay" or that they "stopped working or work less time." Forty-four percent of the students in the Goddard program mentioned one or the other effect on their employment, although there may be some double-counting when respondents said "yes" to both sub-items: "loss of overtime pay" and "stopped working or work less time." At several other institutions--Brockport, Syracuse, Roosevelt, Johns Hopkins, Minnesota Metropolitan, and Miami-Dade--between 20 percent and 30 percent reported some interference with time available for work. The proportion was lower elsewhere.

Among programs for which we have comparable data, at least nine out of ten male students were employed at the time of our survey, with the exception of Community College of Vermont and Goddard (Table 18). As pointed out in Chapter III, a remarkably large fraction of the women were also employed: 60 percent or more in each program for which we had data. About two-thirds of the remainder reported that they were housewives exclusively.

TABLE 18

MEN AND WOMEN STUDENTS' EMPLOYMENT STATUS AND STUDY HABITS, BY PROGRAM

Programs	N	Percent currently employed	Percent of those employed who work 35 or more hours per week	Percent of students who study on a regular weekly basis	Median hours of study per week (of those who study on a regular basis)
				MEN	
Liberal studies					
Oklahoma BLS	438	98%	95%	73%	10-14
Brockport BA/LS	81	99	98	73	10-14
Syracuse ISDP	50	94	94	82	15-19
Goddard ADP	84	77	76	93	20-29
Extended-campus					
Roosevelt BGS	90	100	91	94	5-9
J. Hopkins EC[a]	338	97	95	87	5-9
C. Michigan IPCD[a]	300	98	97	85	5-9
Individualized study					
Florida Int. EDP	35	97	85	86	10-14
Minnesota Metro.	184	95	89	80	10-14
Miami-Dade LL	93	91	90	96	20-29
CC Vermont	77	64	88	71	5-9

Programs	N	Percent currently employed	Percent of those employed who work 35 or more hours per week	Percent of students who study on a regular weekly basis	Median hours of study per week (of those who study on a regular basis)
		WOMEN			
Liberal studies					
Oklahoma BLS	164	80	93	83	10-14
Brockport BA/LS	67	67	71	79	10-14
Syracuse ISDP	38	82	72	95	20-29
Goddard ADP	178	71	62	89	15-19
Extended-campus					
Roosevelt BGS	83	70	88	93	5-9
J. Hopkins EC[a]	236	88	83	86	5-9
C. Michigan IPCD[a]	95	93	93	55	5-9
Individualized study					
Florida Int. EDP	25	84	90	84	5-9
Minnesota Metro.	171	78	63	80	5-9
Miami-Dade LL	93	60	66	93	15-19
CC Vermont	172	67	65	70	5-9

[a] Graduate and undergraduate student responses combined.

Source: Student Survey, Spring 1974.

Some students fresh out of high school, of whom there are a few in extended degree programs, would doubtless give up relatively little income if they chose to attend college full time, since young people, as a whole, have considerably less earning power than adults. On the other hand, many adults have a great deal to give up. In the Syracuse program, for example, over two-thirds of the men reported family incomes above $20,000 per year. Based on what we know in general about marital status, labor force participation rates, and rates of pay, the personal earnings of these men probably make up about three-fifths of total family earnings. Earnings of spouses and other adults in the family account for the remainder.

Programs vary in how their requirements oblige some students to alter employment and leisure patterns. Students in the programs at Goddard, Oklahoma, Syracuse, and Brockport, for example, must attend residential seminars, which are typically scheduled in the summer or during inter-term breaks on the campus. Some employers extend educational leaves of absence and do not charge such time to annual vacation, but parents of young children often incur additional expense in any event because they must pay for child care at home while they themselves are in residence on campus.

Extended-campus programs that open opportunities to part-time students in regular day courses are especially suited to the needs of women who live within commuting distance of the campus and have school-age children. Enrollment growth in the Roosevelt program over the past few years is accounted for almost entirely by an increase in the number of women taking classes during the day. A large number of women have found the University of California, Davis, "model" convenient, because it permits part-time attendance on campus. And the two community colleges also attract large numbers of women during daytime hours. Yet, as already pointed out, a remarkably large proportion of women students in our study were employed; for such women, late afternoon, evening, and weekend classes may reflect their preferences--whether work is taken on- or off-campus.

Some programs that begin in the early afternoon--for example, programs of study at Johns Hopkins' Applied Physics Laboratory (APL) outside Columbia, Maryland--do interfere with the work hours of some participants. While compatible with the work schedule of APL employees, others are often inconvenienced by the 4:30 p.m. starting time. Programs in Central Michigan and Northern Colorado make a special effort to adapt schedules to needs of target clientele groups. The Northern Colorado program for teachers in Miami, Florida, takes advantage of frequent inter-term breaks in the Miami school calendar. Elsewhere, weekend classes that begin Thursday evening or Friday at noon are popular. In Central Michigan's Hawaii operation, where some Model Cities employees are released from daytime work, seminars throughout the week provide a convenient format.

In sum, student questionnaire data suggest that extended degree programs have only a modest impact on hours of work and earnings. It is likely, of course, that various programs attract students whose work and family constraints "fit" the approach taken. Thus, in terms of implications about private cost, no single delivery system stands out as clearly preferable to all others.

CREDIT BY ASSESSMENT OF PRIOR LEARNING

There are private cost implications for students in the New York Regents External Degree Program, which extends degrees to students largely on the basis of successfully completed standardized examinations and the granting of advanced standing by evaluation of past life/work experience--a fairly common practice in our case study programs.

The Regents External Degree Program charges fees, which typically run from $20 to $30 per test, to cover the cost of test administration. Level II business examinations, for example, cost $50 each; Level III, $150 each. A charge of $250 is made for special assessments and for the clinical performance examination in nursing. Persons in New York State generally can reach testing centers easily and, for them, transportation, food, and lodging costs are slight. Since tests are also administered at military education centers around the world, and in selected states with which the New York Regents have worked out collaborative arrangements, the private costs of taking tests are gradually being reduced for nonresidents as well. Acquisition of a Regents' external degree, therefore, need not require a large expenditure of time and money if a person has already acquired the knowledge being tested, either through formal education or as a natural by-product of another major life activity, such as work.[17] On the other hand, if he does not already have the knowledge, the cost of acquiring it may be considerable.

In the admissions process, most programs review transcripts and grant some credit for formal education taken in the past. The cost of this rather routine activity is generally covered by a nonrefundable registration fee of $20 to $25. Several programs in our study grant some credit to those who achieve acceptable scores on CLEP and similar examinations; other than a testing fee, there is generally no charge for award of the credit. In one program, however, a variable fee of 20 percent of "foregone tuition" is charged.

Assessments of past learning through life/work experience are often rather costly, since each case is unique. Special judges may be needed to evaluate creative work, and testimonials are often required. Some of the costs in time and energy, such as preparation of a portfolio, are borne largely by the student. He must often gather materials, write to former employers, and perform other specified tasks in preparation for formal review of his case. While the process of granting credit for prior learning by nonformal means is often integral to a program, as at

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[17] An analysis of the way in which graduates of REDP acquired the knowledge demonstrated on tests would be particularly useful, especially if it revealed something about the relative private and social efficiency of various ways of acquiring knowledge, both formal and informal.

Minnesota Metropolitan and Empire, these programs as well as others either have established special fees for the assessment process or are considering setting one. At Northern Colorado, for example, which serves a largely military clientele, $50 is charged to evaluate applications for developmental experience credit. But, because a maximum of only 20 credits can be earned in this way and because military personnel often have similar work and training experience, the process of assessment can be handled relatively efficiently. In Florida International University's EDP, there is considerably more variation in the biographies of those who seek entry to the External Degree Program, an initial $350 fee is charged for initial counseling, assessment, contract planning, and a limited amount of independent study. The New York Regents program charges a fee of $250 for special assessments.

The major private cost advantage of obtaining credit for prior learning is that it shortens the time a student spends in the program on the way to his degree. This means lower tuition in the long run and reduced costs in the form of foregone earnings, books and supplies, and other incidentals.

SOURCES OF SUPPORT AND COST SHARING

The operating costs discussed above are met in various ways. Only two of the six extended-campus programs receive explicit government subsidies: the Extended University of the University of California and the External Degree Program of the California State University and Colleges system. The Extended University's proportionate subsidy is far greater than that given the External Degree Program; the latter's segmental overhead costs are subsidized, and its tuition and fee waivers are handled by special appropriations. Student tuition and fees appear to cover the full cost of operations in the other extended-campus programs. In fact, two extended-campus efforts probably yield "profits," which are used to cover deficits in other program areas within the institution. In other words, students pay more than the full operating cost of the programs.

Two of the four liberal studies/adult degree programs in our study--the program at Goddard is included here, but not the one at Roosevelt--receive about 30 percent of their total support from state government appropriations and other nontuition sources. The other 70 percent comes from tuition and fees. One of the private-sector programs generates a "profit"; the other, designed to be self-supporting, seems to operate slightly in the red.

All but one of the six individualized study programs discussed in the first section of this chapter are rather heavily subsidized. The other program "breaks even," at least on paper. Tuition and fees, on the average, amount to one-third of the total operating costs of the five programs that receive government appropriations, one of which also receives substantial private foundation assistance for operating purposes.

Considering all programs in our study together, and giving each program equal weight, we calculate that student tuition and fees average approximately 75 percent of total operating costs. This figure is considerably above the national average percentage that tuition and fees represent of total resources for education and general purposes. The average across all institutions of higher education is between 27 and 29 percent (Carnegie Commission on Higher Education, 1974). Of course, as indicated earlier in this chapter, extended degree programs generally operate at lower unit costs than comparable on-campus programs. Thus, the absolute dollar differential in tuition and fees per credit hour is less than the difference in tuition and fees as a percentage of total operating revenues.

Private costs are not borne by the student alone, but are shared by student, family, employers, and the general taxpayer. While nontraditional students typically pay more for educational services than their traditional counterparts, frequently a portion of the monetary costs are shifted to employers, to the general taxpayer, or to both. Some employers, for example, reimburse all or some fraction of tuition, and some pay for books and supplies. Moreover, many adult men in our case study institutions received special grant assistance under the Law Enforcement Education

Program (LEEP), the Government Employees Training Act (GETA) of 1968, or the Veterans' Readjustment Act, as amended (the GI Bill). For those persons who are eligible but do not participate in extended degree programs, we suspect that tuition and fees represent a significant barrier. According to program officials of the California State University and Colleges, surveys of employees of state agencies and the banking and finance industry carried out by CSUC indicated that between 40 to 60 percent of those interested in their external programs, and academically qualified, do not enroll because of the fee.

When asked to indicate the "major source" of finance to meet private expenses such as tuition and fees, fewer than half the men but over two-thirds of of the women cited family sources, that is, own earnings, earnings of spouse, parents' income, or personal savings (Table 19). This set of sources was relatively more commonly given at Brockport, Florida International, and Community College of Vermont, although tuition in the latter case has been voluntary. As would be expected, principal reliance on family resources was least common for male students in the Central Michigan program, which caters to government employees who have access to tuition assistance of one kind or another.

In most programs, a common source of funds for meeting private costs are GI Bill benefits and government agency support. Over half of the men in the Oklahoma and in the Central Michigan programs list this category as the "major source" of financial support. And, while relatively few women receive such assistance, government funds are the major source of support for more than one-fifth of all women in these two programs.

Except for students at Johns Hopkins, relatively few of the men and women who responded to our questionnaire gave their private employers as the "major source" of financial assistance. Since most private employers earn profits and, therefore, pay corporate profits tax, and because education allowances are considered an expense of doing business, only about half of this amount presumably comes out of profits. Indeed, if training is closely job-related, personal income taxes need not be withheld,

TABLE 19

MEN AND WOMEN STUDENTS' MAJOR SOURCE FOR FINANCING PROGRAM EXPENSES, BY PROGRAM, IN PERCENTAGES

Programs	N	Major source					
		Own earnings and earnings of other family members, parents' income, or personal savings	GI benefits or other government agency support	Private employer support	Scholarships or grants	Loans	Other
		MEN					
Liberal studies							
Oklahoma BLS	438	38	57	4	b	b	1
Brockport BA/LS	81	50	28	14	1	6	1
Syracuse ISDP	50	40	32	16	-	12	-
Goddard ADP	84	47	21	5	6	20	1
Extended-campus							
Roosevelt BGS	90	35	31	20	11	1	1
J. Hopkins EC[a]	338	39	25	34	1	b	1
C. Michigan IPCD[a]	300	18	56	22	b	-	4
Individualized study							
Florida Int. EDP	35	60	14	6	20	-	-
Minnesota Metro.	184	55	28	6	7	4	1
Miami-Dade LL	93	28	38	-	27	2	4
CC Vermont	77	66	10	1	6	6	11

Programs	N	Major source Own earnings and earnings of other family members, parents' income, or personal savings	GI benefits or other government agency support	Private employer support	Scholar-ships or grants	Loans	Other
		WOMEN					
Liberal studies							
Oklahoma BLS	164	71	21	3	-	3	3
Brockport BA/LS	67	81	-	6	3	6	2
Syracuse ISDP	38	58	-	11	-	26	3
Goddard ADP	178	62	2	2	2	27	5
Extended-campus							
Roosevelt BGS	83	56	8	10	20	4	1
J. Hopkins EC[a]	236	71	3	19	2	1	3
Michigan IPCD[a]	95	56	24	9	3	-	6
Individualized study							
Florida Int. EDP	25	88	4	4	-	-	4
Minnesota Metro.	171	72	5	1	10	7	5
Miami-Dade LL	93	71	8	3	7	1	7
CC Vermont	172	76	5	4	7	2	5

[a] Graduate and undergraduate student responses combined.

[b] Less than .5 percent.

Source: Student Survey, Spring 1974.

a saving on paper work and, incidentally, an encouragement to employers to push for education related to a job skill. The rest means reduced taxes, at least in the short run, and therefore the general taxpayer ultimately bears a portion of private costs financed in this way.

Scholarships and grants are the major source of finance for fewer than 10 percent of the nontraditional students surveyed except in three programs: at Roosevelt, Florida International, and Miami-Dade. At Roosevelt, full-time students with adjusted gross incomes below $15,000 are eligible for Illinois State Grants. While most students attended part time, an increasingly large number are signing up for "full-time" study, full time being variously defined for different purposes. Grants, in this case, may go to undergraduates taking at least 12 units or graduates enrolled for eight or more. At FIU and Miami-Dade, a significant number of students is financed by LEEP grants. At Syracuse and Goddard--both of which operate relatively expensive programs--appreciable numbers of students have relied on state or federally-insured loans.

Although it is true that, exclusive of class work and seminar participation, both part-time and full-time students in extended degree programs reported little, if any, incompatibility between employment and study, nevertheless attending seminars in several programs undoubtedly comes at the expense of something. Even in programs that rely heavily on independent study--at Minnesota Metropolitan, Empire State, and Miami-Dade--conferences with mentors, advisors, or programmers may occasionally necessitate taking a few hours off.

It is noteworthy that over one-half of the students in the Brockport, Roosevelt, Johns Hopkins, and Florida International programs indicated that their employers do not give them time off for classes, seminars, and other program activities (Table 20). The Brockport program, it may be recalled, offers weekend seminars, and Roosevelt and Johns Hopkins organize most of their instruction around classes during late afternoon and evening hours. There is, obviously, a "chicken and egg" problem here. We have no way of

TABLE 20

STUDENTS GIVEN TIME OFF BY EMPLOYER TO ATTEND CLASSES, SEMINARS, OR OTHER PROGRAM ACTIVITIES, BY PROGRAM, IN PERCENTAGES

Programs	N	Students given time off			
		Yes, with pay	Yes, without pay	No	Not employed
Liberal studies					
Oklahoma BLS	602	59	15	18	7
Brockport BA/LS	148	14	11	57	16
Syracuse ISDP	88	36	27	19	15
Goddard ADP	262	25	33	10	27
Extended-campus					
Roosevelt BGS	173	16	7	62	13
J. Hopkins EC[a]	574	18	6	70	7
C. Michigan IPCD[a]	395	40	7	47	3
Individualized study					
Florida Int. EDP	60	25	8	52	8
Minnesota Metro.	355	21	21	42	13
Miami-Dade LL	186	16	13	43	24
CC Vermont	249	10	9	43	34

[a] Graduate and undergraduate student responses combined.

Source: Student Survey, Spring 1974.

knowing to what extent job contraints limit the kinds of programs that employed students can take, or whether students who want a particular program are able to convince their employers to accommodate their college schedules. We suspect, however, that the former situation is more common.

Employers of students in the liberal studies/ adult degree programs, however, evidently frequently give employee-students time off. Employers of many Oklahoma students are especially accommodating; 59 percent of the students reported "time off with pay." Employers of Central Michigan students ranked second in this regard, with 40 percent responding that their employers gave them time off with pay. Both programs enrolled significant numbers of public sector employees. Nearly 60 percent of the students in the Central Michigan program and 70 percent at Oklahoma were government workers. Together with California State University and Colleges and Northern Colorado (not shown in Table 20) these programs contained the highest proportion of military and other public sector employees--proportions, incidentally, that far exceed the representation of government employees in the total labor force.

Of course, even when nontraditional students themselves pay tuition and fees out of their own earnings, students typically give up in purchasing power only 80 percent or so of the money spent. Because of the special treatment accorded educational expenditures in the federal income tax, job-related out-of-pocket educational expenses generally may be deducted from adjusted gross income in computing personal income taxes.

It would appear that while tuition and fees can average about 75 percent of program operating costs, actual out-of-pocket expenditures from the incomes of students and their families may, in the aggregate, be only about half as much. And, since most students in our case study programs seemed to forego relatively little income, it may well be that nontraditional students incur less than two-thirds of the total cost (including any foregone earnings) of their extended degree education. If so, the typical adult is bearing less of a burden (both relatively and absolutely) than his full-time counterpart of traditional college age. To illustrate, students in our case study institutions appear to have paid, on the average, about $1,100 in tuition and fees for each 30 semester hours of course work, a sum only $200 to $300 greater than the average amount paid by all students in four-year institutions, public and private combined. Yet the $1,100 represents a much larger proportion of total operating costs which, for the programs in our study, averaged about $1,500 per FTE student. Also, while the typical full-time, on-campus student had foregone earnings last year of $4,200, it is very likely that nontraditional students lost no more than about $1,000, on the average. Thus, ignoring room, board, transportation, and other incidentals, the students in our case study programs may have incurred a smaller fraction of the total cost of their education than did students in on-campus programs. Again, whether the "product" is at all comparable is an open question.

START-UP AND INITIAL DEVELOPMENT COSTS

Aware of some of the options in program design, those interested in initiating extended degree programs want to know what start-up and initial development costs are implicit in various approaches. While continuing development costs may typically be higher than in traditional programs because of changing needs of adult clientele, it is assumed that such costs will generally be met out of annual revenues tied to units of service. While start-up costs are notoriously difficult to estimate, we have some limited information regarding start-up and development efforts for several programs in the study. Many costs of preplanning and of institutional adjustment to new programs, however, have surely escaped our attention.

In general, start-up and initial development expenses for extended degree programs take one or more of the following forms:

- Acquisition of space, equipment, and materials for classrooms, offices, learning resource centers.

- Development (or adaptation) of curricula, including, where appropriate, procedures for designing "individualized study plans" for each student.

- Specification of administrative, instructional, and support tasks; and recruitment, development, and deployment of core faculty and staff.

- Development of specialized teaching and learning resources appropriate to the curriculum and "style" of the program: for example, recruitment and orientation of tutors and adjunct faculty, development of self-instructional learning packages, adaptation of television technology to program needs.

- Development and codification of rules and procedures regarding such matters as student recruitment, admission to the program, evaluation of student progress, grades and transcripts, payment of tuition and fees, student services, staff retention and promotion, and financial accounting.

- Recruitment and admission of an initial group of students (for example, contacts with interested employers and assistance in finding revenues for staff development purposes).

- Moving program proposals through various review and approval mechanisms at institutional and, perhaps, state levels.

Some of these costs--for example, acquisition of physical facilities--are generally incurred prior to enrollment of students. Other developmental activities are frequently carried out in the process of serving students. A comparison of operating costs per student in the first three years of operation with expected long-run average cost may, in such instances, serve as a crude approximation of start-up and development expense. Such an estimate is made below for Empire State. The only problem is that changes in average cost reflect both "economies of large-scale production" as well as other efficiency gains.

If organizational structures and staff attitudes are congenial, existing institutions have several advantages over new ones when it comes to establishing an extended degree program. Existing institutions typically possess rich faculty resources and generally can provide an array of supporting services and facilities that may otherwise have to be developed from scratch. Yet, as we have pointed out before, it may be exceedingly difficult, if not impossible, to test out radically different approaches to higher education unless new institutions are established.

In extended-campus programs, start-up and initial development money has been used principally to support curricular innovations. For example, Johns Hopkins' Master of Liberal Arts program, begun in 1963, had Carnegie Corporation assistance in the design stage. A Master of Administrative Science program was put together a few years ago by one of The Evening College's program directors and outside experts, using funds generated by other activities. More recently, development of an Ed.D. program in "Human Communications and Learning Disorders" has been undertaken by several faculty in various divisions of the institution, once again with limited support from internal funding sources. Because the Ed.D. program is so specialized, only in this latter case is the dean of The Evening College concerned about the magnitude of library acquisition costs.

Development of the Bachelor of General Studies program at Roosevelt was a relatively simple matter once some faculty resistance was overcome. One reason costs were modest is that heavy reliance was placed on using existing course offerings of the departments on campus. Only five key courses, which, of course required development work, are offered directly by faculty attached to the College of Continuing Education. Furthermore, with the exception of counseling services, the BGS program draws principally upon existing units of the host institution. Using some Ford Foundation "venture fund" money and a grant from Lilly Endowment, Inc., the BGS program is now embarking on the development of a parallel external format for its extended, but, as yet, on-campus program.

Northern Colorado and Central Michigan, the two geographically dispersed programs, faced somewhat different start-up problems. The former operation came into existence after the president of the university and the university's research foundation initiated the program with the help of public officials within the Department of Housing and Urban Development and consultants in the Washington, D.C. area. In the early days of the program, commitments to deliver services were made prior to an adequate flow of funds. A mounting deficit led to an agreement with the University Research Corporation (URC), a Washington-based research and consulting firm, for management services. A Center for Special and Advanced Programs (CSAP) was established, and responsibilities for the academic and management areas of the program were clarified.

The CSAP case highlights two points with respect to start-up costs. First, it is doubtful that Northern Colorado would have embarked on an external degree program of any magnitude had the program been initiated in the usual manner. Second, the delivery of instruction at distant locations to specific clientele groups has certain risks--the requisite number of students may not be forthcoming if agency staff training funds are not immediately available. This not only forces programs to be flexible about program content and class locations, but points out the need for contingency funds to cover cash flow deficits that are likely to be encountered in the first year or so of program operations.

Once several institutions around the country had started similar programs, it became progressively easier for others to adopt a variant of the Northern Colorado external degree model. When Central Michigan entered the field in 1971, two years after the Northern Colorado program was initiated, it was considerably less costly to develop a program because by then counselor handbook prototypes were available, some cost accounting procedures had been established, and an effective strategy had been devised for securing faculty approval within the institution. It is now estimated that as little as $8,000 is required of an institution to start a similar program from scratch in a basically supportive institutional setting.

Both of the California four-year systems have had some start-up and development money available for establishing extended degree programs. The Office of Continuing Education on each campus within the California State University and Colleges system has a Reserve Fund for development purposes. This fund contains a certain fraction of the excess of revenues over budgeted expenditures from operations in prior years. It can be used to buy faculty time for the development of new instructional programs and for related purposes. State appropriations are allocated, in part, for "reimbursed time" and for travel of program development committee members. Sonoma's BA in Liberal Arts program also received $300,000 from the National Endowment for Humanities. On some campuses, energetic leadership, committed faculty, and streamlined campus review and approval procedures have resulted in the initiation of several extended degree programs. However, on one CSUC campus, where there are approximately five layers within the program approval mechanism, $150,000 of development money has been spent, with no programs, as yet, forthcoming. Nevertheless, it should be noted that this campus is participating in two programs offered by the systemwide consortium.

The Regents of the University of California approved $250,000 in September 1971 for planning and preliminary development of the Extended University. Approximately $500,000 was allocated by the Regents from nonstate sources for planning and development work in 1972-73, with $380,000 going to the campuses for planning and implementation of new programs. The rest was for market research and evaluation activities carried out through the program's central office. In the same year, the university provided the program with approximately $375,000 from other sources. In 1973-74, approximately $500,000 was allocated for developmental activities, including money for an intersegmental Learning Center in Ventura.

Some development money--about $100,000--has gone to extend microwave television links from the Davis campus. Other funds have been used to develop self-instructional modules (UC Riverside) and televised courses (UC Santa Barbara and UCLA). It is too early to tell whether these special start-up and development costs will eventually translate into more effective and efficient operations. They certainly extend the geographic coverage of existing institutions.

Turning to the liberal studies/adult degree approach, one can see that, generally speaking, considerable cross-disciplinary faculty interchange may be needed to develop a coherent program of instruction. The University of Oklahoma program was developed with help from the Ford Foundation and the Carnegie Corporation over a period of several years beginning in 1957-58. The Ford Foundation's Fund for Adult Education and the Carnegie Corporation invested somewhat less than $100,000, with nearly two-thirds taking the form of stipends for the first 75 students to cover tuition and fees. This particular approach was very useful in assisting initial recruitment efforts. Approximately 35 faculty representatives and administrative leaders spent one summer planning for the program and met frequently over the three-year period leading up to acceptance of the first students in March 1961. Support was forthcoming from senior faculty, administrators, and state leaders.

The Syracuse program, developed a few years later along similar lines, also found a congenial atmosphere. With the help of $50,000 from Carnegie, senior faculty participated vigorously in planning over a two-year period, 1964 and 1965.

In both cases (Oklahoma and Syracuse), development largely took the form of adapting liberal arts curricula to adult learning styles and needs, and orientation and advising systems were hammered out in the process of implementation. Each institution used a continuing education division to house the new program. The basic mode of independent study combined with intensive, campus seminars was relatively easy to implement. Involvement of senior faculty in detailed planning work paved the way for judicious, but quick approval of the programs. And recruitment of students did not call for an inordinate amount of footwork.

Clearly, once a basic delivery system and core curriculum are in place, it is somewhat easier to develop similar programs elsewhere and to add new curricular components to existing ones. With little development capital, both Oklahoma and Syracuse have subsequently added various program options to the basic liberal studies core.

Goddard's Adult Degree Program grew out of a small experiment in off-campus study initiated by regular faculty in 1964. It remained a very small program until about three years ago, when it began to grow rapidly. Brockport's BA/LS program was able to avoid some of the development costs implicit in the liberal studies approach when they began serious consideration of a similar program in the 1969-71 period. It then adapted part of the Oklahoma experience to meet their local situation, with support from administrative and faculty leaders.

Individualized study or contract programs, of course, represent a more recent, more radical change in the teaching/learning process. Three of the programs in our study, Empire State, Minnesota Metro, and Community College of Vermont, have been organized as freestanding institutions. Three other programs, Miami-Dade's, Florida International's, and Sonoma's MA in Psychology, are administered by units within larger institutions that are relatively new to higher education, all of which have been established within the past 15 years. Both Empire State and Minnesota Metropolitan relied heavily for preplanning support on their respective system offices. The State University of New York (SUNY) assigned staff to work on the Empire State project in 1970-71, and the chancellor's Innovative Fund was used to hire outside consultants and meet other expenses. Carnegie and Ford each gave SUNY $500,000 in this same period for planning, developing faculty, and designing assessment procedures. Other outside research and development money has come more recently from the Fund for Improvement of Postsecondary Education for a cost-effectiveness model, and from Kellogg for a special pilot program involving career education.

State appropriations have been significant in the development of Empire State. Of $7.2 million in state support over the 1971-74 period, perhaps $2.3 million represents start-up and development expense. This estimate is based on the difference between target operating expenditures per FTE student in 1975-76 and actual expenditures per student, multiplied by the annual number of FTE students served during the first three years.

Start-up activities in the Empire State case covered a broad range of matters: development of learning resources, such as modules, tapes, etc.; design of new staffing patterns; an internal governance structure that includes representatives from dispersed learning centers and units.

Start-up and development costs at Minnesota Metropolitan have been roughly comparable, but less in total because of the program's smaller size and its more geographically limited service area. Preplanning activities were carried out on a small scale within the Office of the Chancellor for the Minnesota State College System from 1968 until June 1971, and the program enrolled its first students in February 1972. Substantial planning, development, and initial operating funds have come from outside sources: $150,000 from the U. S. Office of Education for curriculum and staff development; $214,000 from Carnegie; $106,000 from the Hill Foundation; $40,000 from the Bush Foundation; $120,000 from Ford; and $470,000 from FIPSE. In addition, perhaps as much as $500,000 in state subsidy money can be regarded as having been used in developmental activities of one type or another. The nature of start-up and development activities at MMSC has been roughly comparable to those undertaken at Empire State.

The Community College of Vermont has been funded almost entirely by outside sources: about $750,000 from the Office of Economic Opportunity (OEO); $313,000 from USOE; $750,000 from FIPSE; $99,000 from Carnegie; $75,000 from the Noyes Foundation; and more recently, special student financial aid funds. Much of this outside money has been used for operating purposes. State appropriations--due to grow in coming years--have thus far (1973-74) been limited to $50,000.

Turning to contract types of programs developed within existing institutions, officials at Florida International estimated that $13,500 in direct, start-up costs were incurred from July 1, 1972 until January 15, 1973, when a full-time director was hired. Included were salary costs for designing the External Degree Program, establishing forms and procedures, designing the brochure and application forms, recruiting the initial group of 25 students, evaluating their programs, counseling them concerning their academic choices, and working out their education contracts or programs of study. Allowing for the basic receptivity of the host institution, the simplicity of the "model," and the fact that the program draws heavily on faculty from within the host institution, this estimate--while doubtless on the low side of actual costs--says something about the general order of magnitude involved.

Miami-Dade's Life Lab was developed largely in the process of implementation. No special start-up funds were used. Space especially appropriate for nontraditional approaches, such as a lounge area, small seminar room, and minimum traditional classroom space, happened to be available on the downtown campus when the program was initiated in October 1970. In the initiation of Life Lab's "self-directed learning model," development activities included design of the content and method of the program, interfacing of administrative procedures within the parent institution, acquisition of equipment and instructional materials, such as audio tapes and office equipment, and identification of community learning resources. The program director estimates that in a supportive college environment it would cost between $100,000 and $160,000, exclusive of space and furnishings, to develop the present program from the beginning. The higher estimate reflects indirect as well as direct costs. In retrospect, the full-time program director now feels that if initial planning and development money were available for a one-year period, he would hire a media specialist, a systems person, three faculty members (all full time), and ten student assistants (half time). This group would establish administrative procedures, devise curricula and acquire core tapes, locate community resources, recruit and orient prospective students, and carry out related developmental functions.

Since the New York Regents External Degree Program does not involve teaching or mentoring, start-up and development activities have taken a different form--principally, the development of examinations and testing systems. Members of the Regent's staff have, over a period of years, developed the ability to manage the design of examinations effectively. The Ford Foundation invested $100,000 in the Regent's College Proficiency Examination Program (CPEP) in 1960, and Carnegie and Ford put $800,000 into the Regent's External Degree Program from 1971 to 1973. The Kellogg Foundation has been another major source of development capital; it gave $529,000 in March 1973 to complete the tests for the Associate of Applied Science Degree in Nursing.

It is clear that innovative, new institutions require special start-up money and are relatively costly to initiate. Nevertheless, such institutions can avoid many of the capital costs that confront more traditional institutions, such as building dormitories, food service and athletic facilities, clinics, and similar construction. A second point worth making is that start-up and initial program development costs within existing institutions depend on such factors as the extent to which curricula must be developed, problems of student recruitment, methods of instruction/learning contemplated, and, therefore, the need for faculty development, and the basic receptivity of the parent institution to innovation and change of the type being discussed.

SUMMARY AND CONCLUDING REFLECTIONS

Some of the economic questions being raised about nontraditional and extended degree programs in higher education are: How much do they cost to operate? How do costs compare with those in regular, on-campus programs? How much of the burden of private costs is borne by the student and his family and how much by employers and the general taxpayer? How much does it cost to initiate such programs?

Among our case study institutions we found the following:

- Annual cost per FTE student ranged from a low of $750 to a high of nearly $2,300, with the average being approximately $1,500. With rare exceptions, these measured costs were lower than costs in comparable on-campus programs at the same level. We do not know whether "outcomes" are significantly different.

- The ratio of students to faculty and the method of faculty compensation (overload vs. on-load) accounted for much of the variation in unit costs. Since in our study these factors bore no systematic relationship to approach, no program type had a consistent cost advantage over the others.

- The three new institutions in our survey--all in the individualized study category--had costs which are either lower or about the same as costs in traditional, campus-based institutions at a similar stage of development.

- Tuition and fees ranged from $8 to $75 per semester hour or its equivalent, with students paying an average of about $36 per unit of credit, or somewhat less than $1,100 for 30 semester hours of work.

- Altogether, across all programs, student tuition and fees amounted to 75 percent of total operating costs. This is substantially higher than the 27 to 29 percent average for all institutions of higher education. However, since unit costs in extended degree programs tend to be lower than in regular programs in absolute dollar terms, the difference to the student is not as great as may appear at first glance.

- Special purpose financial aid funds (for example, GI Bill, LEEP, GETA, etc.) and employer-based educational benefits are significant sources of funds for meeting the private costs of education. Nevertheless, about one-half of the men and two-thirds of the women gave their "own work" or "work of spouse" as the major source of finance. And, presumably, many adults who would like a degree program are unwilling to participate because fees are high and they lack employer support for other incentives to enter a degree program.

- Public support for operating costs was limited, although there was variation among the approach categories. Only one of the four public institutions using the extended-campus approach received significant state aid for its extended degree programs. Only two of the institutions in the liberal studies/adult degree category are public and their programs received about 30 percent of their support from state appropriations. On the other hand, all public institutions in the individualized study category received substantial government funds.

- The three new institutions required substantial start-up and initial development funds to get underway. In contrast to traditional institutions, however, start-up costs involved practically no capital construction. Rather, initial development activities revolved around curriculum planning, staff development, design of administrative policies and procedures, and recruitment of students. As one would expect, existing institutions offering traditional degree programs experienced relatively low start-up costs. Several programs, including the three new institutions, received substantial assistance initially from private foundations and the federal government.

Most extended degree programs operate as straightforward instructional endeavors, with minimal research expectations added on. Because such programs generally serve adults who reside off-campus, construction costs and investments in auxiliary enterprises can be avoided. Likewise, except for continued curriculum and instructional improvement, the costs of operating most of the programs cover instruction alone, not a combination of instruction and research. The method of faculty compensation and use of adjuncts and tutors are other factors that bear on measurable unit costs.

Since we did not seek to evaluate the content (or substance) of extended degree programs, it is important to caution the reader once again regarding interpretation of the unit cost data summarized above. We do not believe that the level of unit costs bears a one-to-one relationship to program quality. Nor do we feel that low-cost programs are unworthy of serious attention. What is needed, before conclusions are drawn about the efficacy of various "models," is an analysis of program outcomes. Therefore, in our final chapter we urge support of additional research to determine the type and magnitude of private and social benefits derived from extended degree and similar programs.

From a cost point of view, the principal advantage of extended degree programs for students is not their low operating costs or low fee charges. On the contrary, tuition and fees are often higher in off-campus, extended programs than on campus. Rather, the advantage is in terms of other private costs. To be sure, the typical nontraditional student gives up some working or leisure time, and frequently incurs various incidental expenses. Nevertheless, in terms of what such a student would have to give up if he were to return to a full-time program on-campus, his actual foregone earnings are rather modest, possibly no more than about $1,000 per year. And, because some nontraditional students are also reimbursed by employers for part of their out-of-pocket expenses, it may well be that adults in such programs bear a smaller proportion of total costs (i.e., private and social costs, including foregone earnings) than traditional students.

Depending on the extent to which change is required in content and delivery systems, start-up costs can be either low or sizeable. Many of the institutions in our study received grants from outside funding agencies to assist them with planning and initiation costs. We suspect, however, that outside funding may diminish in the future, partly because of the current economic situation, in which stock prices have fallen so low, and partly because extended programs are no longer as "nontraditional" as they once were.

IX.

Planning for the Programs

Planning in higher education has received much attention in recent years, and institutions, multicampus systems, and state agencies interested in developing extended degree programs seem eager to find out more about the problems involved in designing such programs and how best to proceed with initial and long-range planning.

Our research has led us to conclude that in many ways the planning needs of extended degree programs are very different from the planning needs of traditional academic institutions. Several factors account for these differences.

While traditional programs are dependent over time on a fixed and relatively stable student constituency, extended degree programs must be responsive to a much more fluid client base. We have already suggested the difficulties in planning for a population of students who, unlike traditional campus students, have educational interests which are much more immediately sensitive to changes in the economy and the occupational marketplace.

While traditional academic institutions are organized to deliver a comprehensive and relatively fixed set of curricular offerings, extended degree programs are deliberately structured to offer flexible curricula, generally focused to meet the needs of particular clients or client groups. In contrast to traditional programs, therefore, the curricular offerings of extended degree programs must be both selective and variable.

Moreover, while planning in traditional academic institutions may have long-range impact on the nature of educational programs, few changes are expected to occur as an immediate consequence of the planning activity. In contrast, planning in extended degree programs must concentrate on short-run objectives. The turn-around time between the identification of a need and the delivery of a program is likely to be relatively short; new needs require near-immediate response if extended degree programs are to attract and adequately serve a new clientele.

In our interviews with program staff and other institutional representatives, we focused on four central issues with respect to planning in extended degree programs:

1. The process of initial development and approval of the program, including the amount of time and kind of planning that took place before students were enrolled.
2. The extent to which program planners intended to reach a specified "target" student clientele and whether this objective was met.
3. The degree and type of ongoing planning and development activities engaged in, once a program was underway.
4. The extent to which the planners of extended degree programs intended their programs to promote changes in existing campus degree programs, and the relative impact these programs have had to date on traditional forms of higher education.

PRE-OPERATIONAL PLANNING

We did not find, nor did we expect to find a single most effective way of planning for extended degree programs. As expected, the amount and kind of planning, as well as the circumstances surrounding the development of each program, varied considerably among programs and approaches. Although it was difficult to unravel the chains of events or linkages between sets of decisions and final outcomes, a discussion of some of the factors involved in the early development of these programs follows.

AMOUNT OF TIME SPENT IN PRE-OPERATIONAL PLANNING

Planning time ranged from almost zero to as long as two years. One program, the Miami-Dade Life Lab, was started without much pre-planning and with a handful of students, and grew steadily as students became interested in it and as new staff were needed. Those institutions which did a substantial amount of planning and preparation prior to enrolling students tended to be housed within an existing institution; to have a more traditional orientation to curricula and degree requirements; and to utilize a substantial number of regular faculty in various stages of program development and approval. In most of the institutions using either the extended-campus or the liberal studies approach, a considerable amount of time and effort was spent in building faculty and institutional support and in arranging for administrative and other program procedures.

Programs that are dependent upon prescribed curricular formats, such as the liberal studies, extended-campus, and degree-by-examination programs, require additional time for preparation and development of degree and curricular requirements. This is primarily because of the time needed to build faculty and academic department support and participation, and for consideration of program objectives, administrative arrangements, curricular options, and delivery methods. As an example, staff from the New York Regents External Degree Program estimated that the development of a complete degree program takes anywhere from one to two years or more, once the particular degree area is determined and a faculty advisory committee has been selected. In planning degree-by-examination programs, time requirements vary depending on the number of new examinations which need to be constructed and validated for each degree program, and the amount of time it takes to develop degree and course study guides and bibliographies.

For programs housed within existing institutions, the importance of building support of the regular faculty cannot be overstressed, and the amount of time spent in securing active faculty endorsement will determine the program's eventual success. Mickey (1972), academic vice president at the University of Northern Colorado, has offered the following advice about building faculty support:

> Two factors are essential: First, ample time (perhaps six months to a year) must be allowed for the examination and rethinking of such items as the following: 1) The abolition of the residence rule, 2) the traditional image of off-campus work as inferior to on-campus work, 3) the concern of the faculty that adequate control of academic quality cannot be maintained.... 4) the added energy needed to develop and participate in the program, 5) the possible encroachment on enrollments at a time when institutions are concerned about maintaining current levels, and others. And second, that the faculty role be an active one in further planning and not just one of passive initial approval.

"Plan-As-You-Go" Strategy. While certain institutions apparently felt the need for extensive preparation, others consciously minimized or even deferred most of the planning and early developmental activities until after the program was in operation. This was particularly characteristic of institutions that adopted an individualized curricular approach: They preferred to assume a "plan-as-you-go" strategy and to enroll students as quickly as possible.

There were various justifications given for the plan-as-you-go strategy. Planners of individualized programs postulated that they would need some initial experience with the types of students they would serve before any substantial decisions could be made concerning such matters as learning resources, content offerings, types of tutors and adjuncts needed, and other program features. This was especially necessary, they felt, when market surveys were either not available or were considered of dubious utility.

Others felt that the innovative philosophy behind the program required a pragmatic, trial-and-error approach to development and planning--one that involved new staff and incoming students from the start. Sweet (1973), one advocate of this strategy and president of Minnesota Metropolitan State College, has commented on the early development of his institution: "It is my judgement that those responsible for starting new institutions should be charged as we were to move rapidly into an operational phase. The presence of live students lends a reality to one'[illegible]ation that cannot be simulated." And Empire Sta[illegible]ptly titled itself in one of its early brochures as "the 'different' college that had to work while it was being put together." Suffice it to say that while this strategy has its attractive features, we found situations among some of our case study programs in which this strategy had several undesirable results, among them confusion, frustration, low staff morale, and loss of students.

But, while individualized programs and new institutions may have the luxury and potential for near-immediate start-up, we have concluded that programs housed within existing institutions which rely on regular faculty cannot afford to launch extended degree programs as quickly. In one case study institution where this strategy was used in initiating an extended-campus program, the result proved counterproductive because formal campus decisionmaking bodies felt ignored and circumvented. Inadequate preparation, or failure to build active support among faculty and institutional leaders as well as within individual academic departments, may ultimately result in minimum faculty participation, even though the concept of extended studies may have received no visible opposition when it was first proposed. As an example, Patton (1974), in his study of the University of California's Extended University, reports that despite the extensive amount of planning and discussion which took place at the systemwide level, the lack of initiative on several of the UC campuses was related more to insufficient faculty interest than to any other factor.

Outside Advocates. In Chapter VIII, we discussed some of the issues relating to start-up costs and to the financial assistance which several programs received from foundations, government agencies, and other groups. In addition to financial assistance, the encouragement and interest of community groups, local industries, professional groups, labor organizations, and others outside the higher education community played a significant role in the development of several programs. While this seems to be especially true for many of the individualized study programs, it was also evident in other programs. Both the Northern Colorado and Central Michigan extended degree efforts received a great deal of encouragement in the development of their programs from federal government officials in the Department of Health, Education, and Welfare, particularly from staff in the Model Cities Program. Also, the education officers of certain military services, particularly the Air Force, were very interested in the development of both these extended-campus programs and their use at military installations. In the early stages of development of the institute at Central Michigan, a faculty member was sent to Washington, D.C. to spend a year working with HEW and other government and military officials in preparing alternative delivery and program options for consideration by the university.

Four of our individualized study programs, Empire State, Minnesota Metropolitan, the External Degree Program at Florida International, and the Community College of Vermont, were developed in response to requests from and with the support and encouragement of outside groups. One of the first regional units of Empire State College was the Center for Labor Studies (Labor College), located in a building owned and donated to Empire by the Buildings and Trades Labor Union of New York City. And during the early stages of Minnesota Metropolitan's development, the issues surrounding the creation of the college were examined and the venture was given total support by a committee on higher education formed by the Citizens League, a civic organization.

INITIATION AND APPROVAL PROCESSES

Any seasoned observer of higher education and campus politics knows that while ideas for innovative programs may be relatively easy to conceive, their mortality rate is also relatively high. Woodrow Wilson remarked that after the politics he experienced as president of Princeton University, politics at the state house in New Jersey or at the White House in Washington were child's play. It is both curious and revealing to note that very few of the designers of individualized programs that are housed in existing institutions sought approval or advice from campus or faculty decisionmaking bodies in developing their programs, but instead deliberately developed them outside of the framework of traditional campus review and approval procedures.

Three observations about the initiation and approval processes for extended degree programs could be made:

1. Strong advocacy on the part of top administrative officials at both the institutional and system levels is a critical factor in getting external degree programs off the ground. This point was made repeatedly in interviews with staff members in programs both within existing and newly created institutions. The changes in institutional rules and regulations, administrative arrangements, and fiscal support policies which many extended degree programs required would not have been possible without endorsement at high levels.

2. The procedures followed for approval and review of extended degree programs determine to a large extent the eventual character of extended degree programs. All the case study programs which sought faculty approval eventually made use of the regular faculty and academic departments as instructional resources.

3. While it appeared relatively easy for program planners to obtain support of administrators, the cultivation of initial and sustained support from faculty was seen as one of the most difficult and persistent problems faced by emerging external programs. However, those programs following a fairly traditional curricular approach, which were designed to

make use of regular faculty on an overload basis, and which were organized to avoid the need for continued contact and dependence on regular academic departments, seemed to encounter the least difficulties with respect to review and approval.

As might be expected, the process of initiation and approval varied considerably among programs and depended to a great extent on unique institutional circumstances and situational factors. However, certain patterns seem to emerge when programs are grouped by the four approach categories.

Development of Liberal Studies Programs. The planning and approval processes for the programs in our study that adopted a liberal studies approach followed similar patterns of initiation, approval, and development. Each program was initiated by the continuing education division of its respective institution, and involved from one to two years of faculty-wide discussion and departmental meetings, as well as a great deal of coordinated planning by a small group of senior faculty from various liberal arts disciplines, campus administrators, and staff from the continuing education unit. The Brockport, Syracuse, and Oklahoma programs, for example, were all intended to be small and self-contained within their continuing education divisions, having no direct relationship with regular instructional departments, and using faculty on an overload basis.

The Bachelor of General Studies program at Roosevelt, which has features of both the liberal studies and extended-campus approaches, had a more difficult time in obtaining faculty approval. It too was initiated by the continuing education college at Roosevelt, but unlike the liberal studies programs, the development of the program did not involve an extensive amount of faculty-wide and departmental discussion. In addition, BGS advocates proposed that the number of credit hours needed for graduation be reduced from the normal university requirement of 120 to 90, and this created skepticism about the program.

Unlike the liberal studies programs, the Roosevelt BGS program is not self-contained. Upper division concentrations are designed by the BGS staff, but students complete their work by enrolling in regular university departmental courses. This close relationship with regular departments, coupled with the heavy use of adjunct faculty rather than regular faculty compensated on an overload basis, has tended to cause difficulties and tensions between the BGS program and other academic units. The difficulties which the Roosevelt program encountered in building an extended degree program through reliance on regular departments is typical of some of the problems encountered by other programs adopting the extended-campus approach.

Development of Extended-Campus Programs. It would be fair to say that overall, the initiation of extended programs following an extended-campus approach was met with a fair amount of faculty resistance and skepticism. These programs were generally initiated by the top administrative officers at either the campus or system level, and in some cases were actually expansions of existing programs being offered through continuing education. A great deal of time and energy was spent in meetings with faculty groups, at faculty senate hearings, and in discussions with select commissions and blue-ribbon committees appointed to consider program structure and review procedures. In at least three of these programs, the Extended University of the University of California, the External Degree Program of the California State University and Colleges, and the Institute at Central Michigan, special "experimental" or "pilot program" status was attached to the approval of the programs in which special conditions were stipulated, and a mandatory period of review was designated.

Apart from these initial stages, a great deal of effort and time of top-level administrators was devoted to administrative and funding arrangements as well as to the potential degree needs of client groups. In most cases, however, the initial development and approval period, which lasted from one to one and one-half years, did not prove to be an adequate defense against subsequent difficulties in working with a number of campus departments, particularly if the program had to rely on departmental decisionmaking structures for faculty or program approval.

In an extended degree curriculum which depends to a large extent on cooperative, multi-departmental efforts, the absence of interdepartmental consensus can cause many difficulties. This is particularly true in undergraduate degree programs which rely on a broad range of disciplines, and is probably one of the factors which accounts for the shift to upper division and graduate level offerings in some of our case study programs; graduate and professional degrees usually require little course work outside the particular discipline and can be mounted in a shorter time and with fewer stumbling blocks. (And even in those programs which had originally planned to offer only upper division and graduate majors,i.e., the University of California and California State University and Colleges systems, there has been some shift in emphasis towards degrees at the graduate level.)

The California campus discussed earlier in Chapter VIII, which has spent the last three years in planning and is still being slowed down by the approval process for its extended degree program, illustrates some of the problems encountered. Further, solution of the problems related to mounting inter-campus programs which involve one or several campuses and one or more departments from each campus, appear to be particularly difficult. The External Degree Program of the California State University and Colleges system has taken steps to relieve these problems by the formation of its systemwide consortium, with authority to develop inter-campus extended programs.

Attention should be called to the implications of labelling a program "pilot" or "experimental." While such a designation allows for a degree of flexibility and freedom to experiment that might not be afforded all new programs, it can leave the impression with faculty that program initiators are either not very serious about the program or are unsure about its prospect for success. Sometimes the label becomes a political necessity to ensure approval, but it may also leave the program vulnerable to later attack. Institutions that have some control over specifying the duration of initial program approval should weigh the pros and cons of pilot status very carefully.

Development of Individualized Programs. Three of the individualized study programs, Empire State, Minnesota Metropolitan, and the program administered by Florida International University, were initiated by the central administrative offices of the respective multi-campus systems. The concept of Empire State College, for example, resulted from the work of a special task force within the central systemwide office of SUNY. The curricular plans and organizational framework for Empire State were developed without a great deal of systemwide discussion, and presented for approval within the relatively short period of six months.

The origin of the Community College of Vermont's program, however, was extra-institutional. First endorsed in concept by several statewide blue-ribbon commissions and conferences, and initiated by the governor of the state, CCV began operation shortly after receiving federal funding for a three-year demonstration period.

PLANNING FOR A TARGET CLIENTELE

While we recognize that there are many important issues which must be resolved during the planning phase of an extended degree program, none is more important than the decision concerning the types of students which the program intends to serve and the educational needs it will attempt to meet.

STRATEGIES FOR IDENTIFYING POTENTIAL CLIENTELE

We were surprised to find that most of the programs we studied spent a great deal more planning time on the curriculum, delivery methods, and administration of their programs than on the identification and recruitment of students. This was especially true for institutions following an individualized curricular approach, probably because such programs can be tailored to meet the needs of a wide range of students and lend themselves easily to the plan-as-you-go strategy, at least as far as students and their educational interests are concerned.

In identifying potential students, institutions adopting an extended-campus approach tended to rely more heavily on population canvassing techniques such as market surveys, or on the older experience of nondegree continuing education programs. In Central Michigan's and Northern Colorado's programs, tentative contacts had previously been made with specific government agencies, industries, professional groups, and the education officers at military installations in the area where captive student audiences might be found.

In some extended-campus programs, however, program administrators and participating academic departments found that many of the initial assumptions about marketable degree programs and early enrollment projections proved to be incorrect. During the first years of their extended degree efforts, both the Northern Colorado and Central Michigan programs reported high drop-out rates, generally during the first six months in which a particular degree program was offered. Similarly, several extended degree programs offered by campuses in the University of California and California State University and Colleges systems reported that their initial enrollment projections had been too high. In the programs of all four of the institutions and systems mentioned above, the absence of organized publicity or student recruitment campaigns and the unavailability of early advising and counseling services accounted to some extent for low enrollments and student attrition. These problems occurred to some extent in case study programs of all approaches, however, leaving program staff searching for students and for more active recruitment methods such as orientation programs and a variety of advertisements to minimize losses.

A case in point is the experience in California where, compared with other programs, planners of both the systemwide extended degree programs in California spent a considerable amount of time and money on population market surveys to determine potential client groups, the kinds of degree programs and delivery methods desired, and the potential number of students who might be expected to enroll. Since then, questions have been raised about the utility of these market surveys as reliable predictive or planning tools, and indeed administrators have reported that surveys canvassing the intent of the general population seem to have had limited value for planning purposes, and are primarily useful for eliciting general public and institutional support and promoting faculty interest in the program.

Market Surveys versus Personal Contacts. The University of California conducted a select number of regional surveys within the state which were coordinated by a central administrative research and evaluation unit, while the State University and Colleges system received an initial grant for marketing research which was conducted under the auspices of the CSUC Commission on External Degree Programs for all state regions in which state university campuses were located. As a precursor to its studies, the CSUC Commission conducted a set of pilot studies to test the feasibility of using large-scale market research in the planning phase of its External Degree Program. Siroky (1972), in reporting on the findings from these initial efforts, comments on the unique problems which were encountered in developing and using market studies in this area of academic planning:

> In the first place, instead of going to a well-defined population and asking specific questions to determine how it feels about an issue, as is done in the usual poll or survey, we are faced with the initial problem of attempting to find and define the population to be surveyed. We're trying to bring these people 'out of the woodwork.'
>
> Secondly, while colleges and their products have been almost as ubiquitous in California as a box of Kleenex, and the External Degree Programs represent a new idea, we are in the position of asking the population to answer questions about an intangible not yet in existence.
>
> Our pilot surveys have disclosed that we cannot simply ask the respondent if he is 'interested' in the External Degree Program, nor simply if he might be interested in obtaining more information about enrolling in

> such programs. When we have done so, unfailingly the respondent, whether he be a recent Community College graduate, a former extension student or a member of the 'population at large,' gives a resounding 'yes!' However, for purposes of program planning this 'yes' response is spuriously high, and gives us an over-inflated picture. We were, in this case, asking the respondent to say 'yes' or 'no' to education.
>
> Another complexity is trying to find and sample the opinions of minority and other educationally disenfranchised groups. Typically these individuals are not responsive to the usual kinds of surveys. We compound our task by the fact that the External Degree Program intends to engage in innovative means of delivery and instruction, thus making the definition of the potential market an extremely difficult task and one wherein a survey may lead to relatively unreliable information [pp. 60-61].

Siroky goes on to state that market surveys can be useful in providing some factual data regarding demand for the program in general, and also in helping to identify potential groups in the population who might be likely to enroll in various types of external degree programs.

In sum, we received mixed advice on the use of large-scale market research in planning for extended degree programs. Although such surveys were somewhat helpful in determining possible degree options and potential client groups, their predictive powers proved limited. Institutions soon discovered that the initial aggregated student interest uncovered in the surveys and the eventual individual student response to a particular degree program did not necessarily correlate or result in enrollment. As they gained more experience with marketing research as a planning tool, several programs and institutions found, in support of Siroky's view, that what was more useful was market surveys of limited and specific populations (e.g., nurses, engineers, social service workers, health care professionals).

On the other hand, both of California's systemwide extended-campus programs felt they got greater returns from personal contacts with organized identifiable client groups, as did the Central Michigan and Northern Colorado programs and The Evening College at Johns Hopkins. Most of our case study programs, regardless of approach, are coming to rely more heavily on this method for identifying target clientele and for developing degree options. The recent contractual agreement between the Syracuse program and the upper New York State division of IBM to offer the Bachelor of Liberal Studies business option to IBM employees, and the negotiations begun between the External Degree Program at Florida International and the Federal Aviation Agency are further examples of this trend. Empire State's policy of placing rotating "mentors in residence" at various special purpose locations such as hospitals, community centers, and large business complexes accomplishes this same purpose.

The notion of pre-negotiated degree programs aimed at a select and previously identified cluster of students is not new to higher education. A device used successfully over the years by many continuing education and campus extension divisions, it has the effect, however, of reinforcing the tendency of extended degree programs to concentrate on specialized professional and technical/vocational degree offerings at the expense of those with more diverse academic options that are developed for a more general public.

Several liberal arts faculty members at one of the California campuses explained some of the sources of their frustration in trying to offer an extended-campus degree program in liberal studies. They felt that the apparent lack of student interest to date was not a real indication of the lack of marketability of liberal studies extended degree programs, but was rather an indication of the absence of an identifiable cluster of students that might be served by the program and of the general inexperience of liberal arts faculty in developing "contacts" in the field.

There is little question that faculty from the professional schools are by the nature of their fields more attuned to current degree demands and potential client groups and have little difficulty delivering their degree programs off the campus and attracting students. Most liberal arts faculty, however, lack experience in canvassing potential interest and preparing marketable programs.

Problems in Selecting Target Clientele. Regardless of how limited the efforts to identify or recruit potential students, all institutions initiated program planning with some idea of the kinds of students they wished to serve. In most cases, programs were planned for those prevented from enrolling in regular degree programs by situational factors. However, programs like those at Empire State, Minnesota Metropolitan, and the Miami-Dade Life Lab were also intended to serve traditional students who were disenchanted with conventional classroom instruction. Admissions requirements were flexible; most programs generally set some minimal level of demonstrated educational achievement; and programs housed within an existing institution frequently set a lower age limit to avoid competition with regular degree programs.

Generally, program planners considered three major factors with regard to potential target students:

1. Geographic constraints facing students and the implications of such barriers for the location of instruction and the method of delivery.

2. Competing demands on students by work schedules and family responsibilities and the implications of these demands for scheduling course sequences and for the method of delivery.

3. Unique educational needs and experiential backgrounds which characterized these students and the implications of these for program content and support services.

Planning documents of several programs were clear about attempting to attract students from disadvantaged backgrounds--students who had thought that receiving a college education would never be a possibility for them. The following description of a potential target clientele, taken from one program's internal working paper is typical of such expressed goals:

> ...persons who recognize themselves as seriously handicapped, educationally disenfranchised, invisibly branded as 'uneducated' for lack of a visible college degree but who cannot leave their jobs to study on the campus...adults who, because of physical handicaps, economic circumstances, responsibility for dependent parents, or other reasons, simply never had a chance to go to college....

As shown in Chapter III, however, most of the programs in the study failed to attract substantial numbers of students who were new to higher education. Most programs actually drew a very small proportion of students who had never attended college prior to enrolling in the extended degree program or who had low socioeconomic backgrounds. The reasons behind the relatively poor record of a great proportion of the programs in recruiting low income or other "first generation" college students are quite complex, but we have identified several key factors.

- *Minimal recruitment activity and lack of adequate student services.* Most programs did not initiate active recruitment or publicity campaigns and did not plan to offer the kinds of counseling and advisement services, or other support services such as financial aid, which would have been required to attract most educationally disadvantaged students.

The Goddard and Roosevelt programs are notable exceptions; both had larger percentages of educationally disadvantaged students than most of the other programs in the study. Goddard has always provided considerable scholarship and tuition assistance for its Adult Degree Program students, many of whom have low incomes. And

Roosevelt's credit-bearing pro-seminar for its Bachelor of General Studies students was devoted to developing skills and orienting adult students to college-level work.

- *Anxiety about the possibility of the degree having second-class status.* There is evidence that students are looking for a more low-risk degree program with established credibility and are fearful that the external degree may be considered a second-class degree by friends, colleagues, other colleges and universities, or future employers.

In one institution, some students who had the option of choosing between the regular continuing education evening program and the external degree program, chose the former.

- *Built-in screening devices.* In several programs the admissions procedures and admissions application forms have served as unintentional, and in some cases intentional, screening devices, attracting only the most articulate, self-confident, and best-prepared students, and frightening away or deterring others.

The admissions prospectus required by Empire State is now recognized as such a built-in deterrent, and many of the regional learning centers are taking steps to give students more assistance during this initial process. In addition, many of the strategies used to publicize and advertise extended degree programs, such as TV, radio, newspapers, and brochures, are not the most effective information media for reaching educationally disenfranchised students. Generally, such students tend to rely on "word-of-mouth" information, and are more likely to apply to an extended degree program in which firends or work associates are already involved.

- *Structural biases within the program.* This is perhaps the most serious of the factors because it relates to the general orientation, assumptions, and values held by

> staff members and others involved in these programs.

We found some evidence that many staff members in extended programs are relatively unsophisticated about the interests, concerns, and attitudes of students who come from other than middle-class backgrounds, and are culturally unprepared for dealing with them. Several of the faculty and staff interviewed expressed little or no commitment to serving students of minority and low socioeconomic status, and others from these same programs who were concerned about serving such students expressed frustration at attempts to develop special programs and support services to attract them. A study (London and Werkert, 1964) concerning the general obstacles to blue-collar worker participation in adult education programs articulated the problem:

> . . . blue-collar workers find it more difficult to verbally appraise the value of their adult-education experiences. This suggests that the organizations have less 'feedback' in searching for program deficiencies than do the institutions which cater to the more educated adults. The importance of this deficiency is highlighted by the fact . . . that adult educators tend to have a middle-class orientation and are therefore less knowledgeable about working-class values and interests. Thus, the bias against the blue-collar worker tends to be compounded, because the adult educator serving a blue-collar clientele is not likely to get criticisms or suggestions about the kinds of educational experiences which his adult students find most rewarding [p. 455].

SHIFTING THE CLIENTELE BASE

In addition to being aware that a projected target clientele may not materialize in substantial numbers, and thus force rapid adjustments in program curricula and methods of instruction, and that the educational needs of adult students change rapidly and are very responsive to changes in manpower demands, planners also should be alert to the fact that the second and third generation of students entering an extended degree program may be quite different from the students who were initially attracted, and that the "life" of a particular degree program is limited in a restricted geographic area.

Over time, several of our case study programs have had to adjust to marked alterations in their students' needs and characteristics. The emergence of new student interests in the Oklahoma and Syracuse liberal studies programs, mentioned before, has not only sparked the development of several career-oriented specialization options, but has resulted in a general redefinition of the concept of the Bachelor of Liberal Studies degree. Originally, the degree was considered a terminal one for a select number of adults. Now it is frequently viewed as a varied academic and professional degree leading to either professional advancement or graduate study.

Other situational factors also have produced changes in the clientele bases of several of the other programs. The elimination of some lower division work and in some cases of entire extended degree programs has been attributed in some major part to the growth of community colleges.

The undergraduate engineering program at The Johns Hopkins Evening College, for example, once a well-subscribed program, has been eliminated and replaced with graduate engineering programs as a result of the growth of engineering degree options at area community colleges coupled with the moving of several major industrial firms away from the Baltimore area. Similarly, the Oklahoma Bachelor of Liberal Studies program has instituted a BLS Junior College option in recognition of the impact of two-year degree programs. Several of the extended-campus programs, including those at the University of California, University of Northern Colorado, California State University and Colleges, and Central Michigan University, also emphasize upper division and graduate degree offerings almost exclusively. Both the CSUC and UC programs are working out cooperative associations with area community colleges, and the CMU and UNC programs likewise are planning to develop "feeder" relationships between community colleges and their respective extended degree programs.

Since the market for specialized degree programs is not unlimited, staff members from programs like those at Michigan and Colorado are concerned about the problems of mounting specialized programs in an area which may be nearly exhausted or saturated with opportunities. As degree markets or site locations "dry up," external programs, especially those of the extended-campus approach, must find new markets and sites if they are to sustain themselves.

Even though programs adopting an individualized approach are open to the general population and the potential pool of students is great, several of the individualized study programs have noted that later generations of students are different from the students who had first been attracted to the programs. The changes over time in the Empire State College student body are illustrative. Empire State's first class of students, three years ago, appeared on the whole to have had more previous college education, and could take greater advantage of the opportunities to get credit for prior learning. There is also some evidence that these students were better prepared, on the whole, for the kind of individualized program Empire had to offer, and this combined with the amount of advanced standing credit they received, enabled the first group of students to graduate in a shorter period of time than the groups of students that followed them. The External Degree Program at Florida International has reported similar changes in students.

ONGOING PLANNING AND PROGRAM DEVELOPMENT

Those who have had previous experience with adult and continuing education programs will not be surprised by many of our observations concerning extended degree programs and their planning needs. Colleges of continuing education and their counterparts across the country are well aware of the characteristics of the adult education market, and have developed the planning capabilities necessary to respond effectively to rapidly changing interests and demands for services. Traditional or new institutions which have had little experience in serving adult students should pay special attention to the ongoing administrative and planning capabilities required to deliver extended degree offerings. It is obvious that the success of any extended degree program will ultimately depend on its ability to keep abreast of the latest developments in the economy and labor/manpower market, and further, on its ability to remain flexible, adaptive, and responsive to new situations and new educational interests.

PLANNING MECHANISMS

Several programs have developed special mechanisms to facilitate the development of new degree markets and programs. The Evening College at Johns Hopkins has created a special division to offer noncredit mini-courses and other nondegree short-term learning opportunities to interested client groups. By actively seeking out new community contacts and keeping abreast of emergent community educational needs, the division remains sensitive to possible new degree areas.

The Community College of Vermont uses a similar strategy, which it calls "seeding." As a way of attracting more low-access students to its educational activities, college staff visit communities and arrange for informal meetings and discussion groups, held in very accessible locations such as homes, churches, neighborhood community centers, and even neighborhood laundromats. By identifying interests and building on the support generated through these group meetings, CCV has been successful in enrolling this target clientele both in noncredit course offerings and degree programs.

Extended-campus programs must constantly spend a considerable amount of time and energy determining degree needs in their regions and developing contacts with outside groups for special degree programs. Program staff continually work with campus departments and faculty committees to promote and sustain faculty participation in ongoing programs, and to design new degree options. While the scope and geographic spread of these programs differ from one another considerably, all share the problems of developing more flexible location and scheduling arrangements, designing new degree opportunities, recruiting adjunct instructional staff, and identifying new student markets.

In the Central Michigan and University of Northern Colorado programs, much of the planning is done by program staff. It is interesting to note that while both programs were originally initiated outside of their continuing education divisions, there is now some movement to tighten the relationship between these programs and the continuing education operations of their respective campuses. The UNC program has already been placed under the administrative jurisdiction of the continuing education unit of the university to better integrate its activities into institutionwide policy considerations. Similarly, Central Michigan University administrators indicated that a closer link between the institute and the university's continuing education program is desirable and seems inevitable.

Both of the California systems have created special planning and advisory bodies to aid in the design of new degree options. A special advisory committee, composed of representatives from campuses within the UC system, advises the vice president responsible for the Extended University, and the Commission on External Degree Programs coordinates the CSUC extended programs. In addition, the CSUC consortium has its own policymaking council.

Special Start-up and Development Problems in Individualized Study Programs. Those individualized programs which started as new and separate degree-granting institutions encountered special kinds of problems. As reported earlier, many of these programs chose to use a plan-as-you-go, pragmatic developmental strategy. Understandably, the greatest sources of tension and strain which developed related to the newness of the tasks to be performed, and to the fact that new staff members had little prior experience with either the kinds of students to be served or with the special problems faced by individualized degree programs. It is doubtful whether any of these difficulties could have been completely avoided or resolved in advance of actual operation, but many program officials now feel that some more time could well have been spent in orienting new staff and predicting and tackling some of the organizational problems that arose during the early stages of development.

While the educational philosophy, mission, and objectives of these programs had been determined in good part during the pre-operational stage, much of the operating philosophy and procedures for implementing the program were left to be worked out. Questions like the following remained to be answered: What is a mentor? How does one develop a competency statement? How does one write an educational contract?

In addition, many of the procedures for decisionmaking also remained to be devised. It took Empire State more than two years to develop an agreed-upon process for internal governance, and during this period it seemed to some mentors that many of the college's policies and decisions were being made by a select few. In both private interviews and aggregated responses obtained through survey instruments, staff at Empire and at other of the individualized study programs complained of having very little influence on program development. There is probably no easy answer to the start-up problems in programs of this sort, but it is probably important to lay some foundation and groundwork prior to operation to deal quickly and efficiently with the predictable problems of building staff commitment and ensuring staff participation in decisionmaking. These problems become even more exaggerated in those programs which are organized as decentralized networks, where relationships between the central office and regional centers also need to be worked out.

One of the other serious difficulties which developed in some of the individualized programs was related to the need for rapid decisions concerning policies and regulations and to necessary changes in procedures during the early life of the program. Often these changes were not quickly communicated to faculty, students, or adjunct faculty. The result was confusion, frustration, and delay for students in their progress towards the degree.

With respect to planning in individualized programs, no issue is more important than the development of learning resources. In a sense, because of the roles played by mentors, programmers, and faculty in these programs, all staff are integrally involved in planning, as all staff are responsible for finding resources, both human and material, to assist the student in completing his or her particular degree program. The identification, collection, dissemination, and development of learning resources become a major task for any individualized study program. Empire State reports that it has taken between two and three years for any one of its learning centers to reach full potential. Much of this time was devoted to identifying the kinds of resources available within a given community and to making arrangements for their use by Empire staff and students.

PROGRAM EVALUATION AND RESEARCH ACTIVITIES

Several institutions with extended programs, including Empire State, the University of Northern Colorado, and the two California systems, were conducting student and/or faculty surveys when our project began, and their data were used in portions of this study. Similarly, the New York State Regents, Goddard, and Community College of Vermont had previously collected student data, which also was made available to us.

As would be expected, the amount and scope of evaluation activity varied enormously across the programs. Some programs had no evaluation plan or planning staff, either because evaluation had been given a low priority or because budget constraints and staff limitations prevented much effort along these lines. Other programs, such as the ones mentioned above, had well-developed evaluation plans and were relatively well-staffed to carry out the plans. The California State University and Colleges External Degree Program devotes 10 percent of its operating budget to program evaluation, and the research staff at Empire State has generated funds from outside sources to finance particular evaluation studies, in addition to the monies it receives from the overall college budget for this purpose.

Both the Central Michigan and University of California programs were initially approved as pilot or experimental programs, with a mandated review and evaluation to be made after a specified period of time. In the case of CMU, the institute was to be reviewed after a three-year period by the university's academic senate. During our study, the institute was in the process of collecting information on student and faculty perceptions of the program and arranging for an evaluation of particular degree programs by a panel of outside evaluators. Similarly, an internal five-year review of the UC Extended University was to be conducted by the systemwide faculty academic senate, in addition to an earlier external review by legislative and department of finance offices of the state government. Staff of the Extended University were also completing a longitudinal study of the charactertistics of students who enrolled in Extended University programs, as well as compiling relevant cost data.

Our case study programs varied considerably in the sophistication and complexity of their research strategies for gathering data about what could be grouped into three major areas. Most programs used a combination of the strategies outlined below:

1. Identification of student characteristics; designed to collect basic data on the types of students attracted to the program, to compare characteristics of extended degree students with traditional students, and to identify changes in types of students attracted to the program over time. Research included collecting information on age and sex distributions, educational background, occupation, income level, and marital and family status.

2. Product or outcome research; designed to determine the effect of the program

on the student after graduation. Research strategies included follow-up studies on occupation and income changes of graduates over time, advanced degree work and future plans, and other "value-added" benefits (changes in interests, attitudes, and outlook).

3. Process evaluation; designed to evaluate the efficiency and effectiveness of internal program procedures and policies, various learning resources, instructional personnel, and delivery methods. Research strategies included student and instructor evaluation of program content and delivery methods, studies of attrition and persistence, cost effectiveness analyses comparing extended programs with traditional programs, comparison of extended degree students' grades with those of students in regular programs, and outside expert evaluations of extended programs.

One particular research activity worth noting here is the cost effectiveness study which is presently underway at Empire State. As mentioned in the previous chapter on economics, research staff at Empire are engaged in an analysis of the relative costs of their various learning strategies. The college has committed itself to a serious examination of the cost implications of individualized study and its component features.

In addition to the evaluation of particular program features and the collection of data on student characteristics, some programs were concerned with the problems of student assessment and evaluation. These problems are of particular importance to programs like Empire State, Minnesota Metropolitan, Life Lab, and Community College of Vermont, where conventional grading criteria and credit hour standards are not used, and where dimensions of personal growth and development as well as intellectual achievement are incorporated into the student evaluation process. The development of assessment criteria, whether for evaluating life and work experience for credit or appraising a study contract or an independent study project, is a crucial concern for these extended degree programs. Empire State, for example, has organized a special assessment office to aid mentors and college officials in the area of student evaluation and assessment.

Whatever type of evaluation plan or research strategy a program adopts, several observations can be made concerning the research and evaluation process in extended degree programs. In some cases, decisions concerning the kinds of research questions to be asked, or the construction of an evaluation plan, did not involve "front line" instructional or counseling staff. This often resulted in suspicion concerning the purposes of the research and less than full cooperation by some program personnel. And because the final results of the research were held suspect, much of the research failed to stimulate constructive program changes. In other cases, evaluation and research findings were not always widely distributed or made available to those persons who could perhaps have benefitted from the data most.

Apart from its obvious benefit to program personnel for future planning and decisionmaking, evaluation was also seen as a useful tool in promoting and building support for a program. Most program administrators felt that because of the newness and nontraditional character of extended degree programs, they had a special obligation to engage in active evaluation and research to demonstrate the seriousness of their intentions and their concern for quality and standards.

PLANNING FOR NEW DEVELOPMENTS

Most programs had plans to improve upon administrative procedures and existing program features, and several had also come to realize the limitations of their particular approach in meeting the needs of potential students. Many program officials were stressing the importance of maximum flexibility in both content and methods of delivery in order to reach the largest possible student audience, and consequently, several programs were in the process of developing new components to supplement and augment original program features. Programs that had offered traditional classroom instruction exclusively were developing self-instructional or individualized study components, and programs which had relied heavily on individualized instruction were developing more group activities.

The College of Continuing Education at Roosevelt has recently received a grant from the Lilly Foundation to develop a self-instructional, individualized program to parallel its existing Bachelor of General Studies program. The individualized program will rely heavily on the use of pre-packaged learning modules, covering material offered in BGS seminars and regular university courses. These materials, development of which are underway, will be prepared in such a manner that students will be able to choose either the classroom or independent study track and switch between them easily. Apart from developing learning packages for the BGS senior seminars, the first concentration areas to be developed will be in public administration and urban affairs. Again, the objective is to provide alternative strategies for students who find classroom attendance difficult or undesirable, and to make the program accessible to larger numbers of students.

The institute at Central Michigan also has spent a considerable amount of time and money over the last two years on the development of an individualized baccalaureate program. CMU's individualized learning packages are prepared by university faculty, aided by institute staff and media specialists. The first set of materials, leading to a Bachelor of Science in Business degree, is now ready for field testing.

Like other institutions following the extended-campus approach, both of the California systemwide programs have relied on off-campus and/or on-campus classroom instruction as the primary method of delivery. Several new developments indicate an intention to augment this strategy and develop a more flexible delivery capability. The individualized master's degree in psychology at Sonoma State University, part of the California State University and Colleges extended degree effort, is one example. More revealing are the plans of the two systemwide California programs to develop a cooperatively administered regional learning center. The design of this regional learning center in certain ways resembles the regionalized learning units now operated by Empire State and Community College of Vermont. It is hoped that the center will provide counseling and instructional facilities and offer a variety of other learning resources for individualized study.

Changes are also occurring in extended degree programs of the other two approaches. As already mentioned, staff members of the Regents degree-by-examination program are presently developing a series of regional counseling locations across the state, and are considering the possibility of offering some instructional and skill development services. In addition, staff from the Miami-Dade Life Lab, which offers a primarily on-campus individualized study program, are planning to offer additional classroom instruction at a nearby military installation for students who are interested in the Life Lab program, but would prefer a classroom setting.

P ANNING FOR INSTITUTIONAL REFORM

One of the questions most often asked about extended degree programs concerns their impact on traditional campus programs--that is, whether such features as some of the new technologies, flexibilities in scheduling and location, and new curricular approaches will or should be incorporated into the mainstream of academic life. Traditionally, continuing education and extension programs have been administratively separate from other academic programs, and for the most part continuing education has received little attention compared to that given the development of on-campus educational programs. Adult education in general has been considered a secondary or marginal activity, even among those who have been responsible for providing it (Clark, 1956).

The upsurge of interest in extended degree programs has revived concerns about the relationship between continuing education and regular resident degree programs, bringing into question some of society's basic assumptions about who should be served and how.

Many of the same persons interested in promoting external degree programs are also interested in using these programs as experimentation stations to encourage and promote change in traditional on-campus educational programs.

Two of our study programs, the University of California's Extended University and Central Michigan's Institute for Personal and Career Development, were given a specific mandate by their respective institutions to promote and support experimentation within the existing campus structures for possible use in on-campus programs. Several other programs assumed that a measure of their success would be the extent to which traditional institutions adopted some of the flexibility and other features of the programs.

Some of our case study institutions are presently looking for methods to more closely integrate their external degree programs into regular on-campus instructional programs, and some wish to maintain their programs as outposts of innovation and experimentation. Other case study extended degree programs, however, have maintained a low institutional profile, are satisfied that they are meeting the needs of a special population of students, and do not intend to serve as reform instruments. To be sure, some of our programs are trying to fulfill several purposes, and we observed considerable strain among program staff who are faced with making decisions concerning how best to serve potential students and at the same time encourage experimentation with new curricula and modes of delivery.

EXTENDED DEGREE PROGRAMS AS INSTRUMENTS OF REFORM

There are several reasons why extended degree programs appear to be attractive instruments for encouraging change and reform in regular academic programs. Many administrators interviewed were concerned about the future growth and development of their own institutions and higher education in general, and they were anxious about academic retrenchment, the threat to faculty of possible loss of employment, the deterioration of traditional opportunities for faculty mobility, and the overall loss of institutional revenues. Many faculty, as well as administrators, were disturbed by the growth of degree programs offered by businesses, industrial firms, and proprietary institutions, and the inability of traditional academic institutions to adjust quickly to changing social needs. A number of these same persons believed that traditional colleges and universities would eventually have to look for new student markets and new ways of delivering the academic degree if these institutions wanted to sustain themselves in a world where flexible access and more varied degree opportunities would become the norm.

Given the predictions of limited or no growth for most sectors of higher education and the declining numbers of traditional college-age students, extended degree programs were thought of as providing the most fruitful area for growth, a resource for attracting both new students and additional revenues. It was hoped they could be used as vehicles to introduce new curricular modes, more varied instructional techniques, and other adaptive features into regular campus academic programs. Many considered extended programs a natural focus for innovation and an inspirational source for the "modernization" of higher education.

Proponents of using the external degree program to achieve academic reform were not in full agreement, however, about the best methods for introducing new features into traditional academic life. Extended degree programs housed in traditional institutions and using regular instructional faculty, such as the two systemwide California programs, offered these faculty the opportunity to experiment with new curricula, media instruction, and new student evaluation methods, as well as the chance to interact with different kinds of students. Such programs also offered participating faculty the opportunity to increase their contacts with professional groups and related industrial and government agencies, thus expanding their own awareness and offering the kind of professional enrichment once achieved through academic mobility. It was felt that through the involvement of regular faculty and other staff in extended program planning, review, and approval processes, traditional institutions would be forced to question conventional educational assumptions and degree regulations and would become more familiar with new teaching and instructional alternatives. And it was hoped that eventually the extended degree component of academic life would become a part of the regular activities of faculty and instructional departments and incorporated into regular institutional support formulas and accounting procedures.

To many of those interviewed, new and independent institutions for extended study were thought of as being in the most advantageous position to experiment with new curricula and instructional modes, since their institutional distance from the constraints of traditional regulations, mores, and norms, left them free to serve as developmental laboratories for traditional institutions. Proponents of new institutions argued that this freedom was essential, and that new developments, techniques, and instructional patterns would be incorporated into regular campus programs both through example and demonstrated success in attracting students.

EFFECTS OF THE PROGRAMS--ON FACULTY, ON INSTITUTIONS

Despite the efforts of planners to develop strategies encouraging institutional change, the extended degree programs we studied have had little impact to date on traditional programs. As discussed in the chapter on staffing, the point of impact most often cited was on individual faculty members; both survey and interview data indicated that program participation clearly heightened faculty members' interest in new modes of study, new methods of teaching, and new students.

With reference to programs housed in existing institutions and using host faculty, few noticeable changes in scheduling or curricular options were observed in the regular campus programs from which these faculty came. It seemed apparent that instructional practices used in extended degree programs are not readily transferrable to regular programs.

All institutions which sought reform of the traditional program through extended degree efforts are still faced with the problem of whether and how to incorporate these new developments into regular campus programs. Perhaps because of the relatively small size of many extended degree programs, most uninvolved faculty seemed either disinterested or uninformed about the activities of the programs on their campus or at other institutions. If there was any effect at all, the extended degree program at some institutions created a "pecking" order of faculty who wished to receive some of the extra salary or prestige attached to participation.

Although extended degree programs had an overall positive impact on participating faculty, these faculty reported some disadvantages of participation which planners and program staff had not anticipated. Unduly heavy workloads, overextension, inability to meet the demands of on-campus teaching responsibilities, and in some cases little time for professional development were reported as negatively affecting participating faculty and therefore endangering the quality of the regular program. One program utilizing only senior faculty for off-campus instruction used additional extended degree program salary lines to hire assistant and adjunct faculty to teach in the on-campus program. In this instance, on-campus students complained bitterly that the quality of the regular program was in jeopardy.

Interviews revealed some resistance to attempts to reform traditional practices. Particularly, but not exclusively, at research-oriented, doctoral degree-granting universities, faculty tended to be of the opinion that their campuses were being asked to perform tasks for which their educational programs were not designed, and that in the interests of accommodating the convenience of some students and attempting to attract others, extended degree programs were sacrificing academic standards. There was also some expression of feeling that the new types of programs did not fit with the character or mission of their institutions. Overall, the relative impact of extended degree programs remains minor, and most faculty members continue to regard them with caution.

While it seems clear that to date the impact of extended degree programs on traditional programs has been limited, there is undeniably growing interest in the extended degree movement, and many of our case study programs have been influential in promoting the concept. It is fair to say that the extended degree programs at Oklahoma, Syracuse, and Goddard were used as models for similar efforts at other institutions, and that many institutions are very interested in the newer nontraditional forms of extended degree programs, such as Empire State, Minnesota Metropolitan, and the New York Regents External degree program. There is a steady flow of information from these programs about their activities and progress, in response to the interest of a widespread constituency in higher education, and there are instances where previous staff members from external degree programs have accepted positions at other colleges to initiate and develop new programs.

There currently exists a national awareness of and interest in such features as credit for life/work and experiential learning, self-study, competency-based instruction and modulated instructional materials, and the expanded use of television and other media. While there are no doubt other factors than the extended degree movement which helped to promote such interest, and one could wonder whether these newer degree programs are the result rather than the cause of this increased interest, it can at least be postulated that the extended degree movement has highlighted and focused attention on new possibilities.

It is too early to adequately measure or evaluate the impact these programs have had or will have on traditional on-campus academic programs, and the debate about the most advantageous ways to encourage change through extended degree programs still continues. Much of the evidence has yet to be collected, and of course the degree of impact will ultimately depend on the extent to which potential students seek out and enroll in programs of this sort.

Interviews also indicated considerable disagreement as to whether or not extended degree programs should be used as agents of campus reform. As mentioned earlier, staff in many programs were content to serve their students and serve them well. And, staff in several programs mandated to encourage experimentation and innovation found it difficult to balance the need to develop current offerings and pioneer in new techniques and instructional modes. Some staff indicated that it was unwise to attach the burden of innovation and experimentation to new programs, and that for the most part, the materials, methods, and program characteristics that had proved to have the most impact generally had been unplanned.

While we have no easy answers for planners of extended degree programs, our study has given us cause for concern about expressed intentions to assign the task of academic reform to programs designed to meet the needs of special students. It seems clear that many administrators, legislators, and others interested in campus reform view extended degree programs as instruments for achieving needed changes in higher education. It is interesting to note that in discussing the potential for academic reform, staff in programs housed in existing institutions and those in newly created institutions tended to share a common anxiety: that there was more likelihood of on-campus conventional programs coming to have a constraining effect on extended degree programs than that extended degree programs would influence the traditional ones. Actually, changes will doubtless take place in both directions, and mutual impact is probably inevitable.

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An Overall Perspective

Having addressed some of the specific policy issues with respect to extended degree programs, it now seems appropriate to consider the new forms for expanding educational opportunities from a broader perspective. It is one thing to examine a number of extended degree programs with a view to drawing implications for practice, but it is quite another to speculate on how far the overall movement toward expanded opportunities has come and where it may be going. For purposes of discussion it seems desirable to broaden the scope of the extended degree concept to include a range of associated services--services to part-time students generally, new practices with respect to certification of competence, establishment of credit banks, and mechanisms for counseling and referral of potential students, to name only a few. In a sense, these practices constitute what many refer to as non-traditional education and, while we refrain from using the term, we are vitally interested in the breadth of services which it is presumed to denote.

PROGRESS AND PROSPECT

Short of making a thorough national study--a task far beyond the scope of our present work--it is obviously impossible to determine exactly how far the extended services concept has come since, say, 1970. A near avalanche of literature has appeared about various aspects of extended education and about the new learning society with which it is associated. There is no doubt that many institutions have moved to accommodate part-time students in degree credit programs off-campus as well as on-campus. As reported in Chapter III, in 1972 part-time students in degree credit programs in the nation's colleges totaled more than 3.5 million, which represented an increase of 30 percent over 1969 (American Council on Education, 1974). Such a trend obviously gives credence to the reality of recurrent education and reflects how widespread the desire is to attend college while working or taking care of the home.

There are indications, moreover, that colleges are also tending to free-up the higher education enterprise in other ways. One such indication is the growing practice of awarding credit for experiential learning. Of the institutions in our study, approximately two-thirds are giving some credit in recognition of the fact that adults often possess knowledge and skills not necessarily acquired through formal education. And while we were concerned about some of the methods used in evaluating such experience--a concern shared by the institutions themselves--we avoided a detailed assessment of the various evaluation procedures, knowing, as mentioned earlier, that foundation funds had been obtained by the Educational Testing Service to work with a group of concerned institutions in developing procedures for such evaluation through the CAEL (Cooperative Assessment of Experiential Learning) project. It is significant, and still another indication of the interest in awarding credit for learning derived from relevant life experiences, that even with a membership fee of $250, by December 1974 approximately 160 institutions had asked to become members of the CAEL Assembly.

Further evidence of the trend toward flexibility are the activities of the Office on Educational Credit of the American Council on Education, which took over the work of the former Commission on Accreditation of Service Experiences, and has as one of its functions the evaluation of military courses and the recommendation of credit hour equivalencies to colleges and universities. It begins work shortly on a national project to establish new norms for the CLEP examinations, and recently, with financial assistance from the Carnegie Corporation and the Fund for the Improvement of Postsecondary Education, and in cooperation with other agencies such as the New York Regents, the office initiated a national system for evaluating formal learning activities sponsored by business, industry, government, voluntary associations, and labor unions. In fact, the New York Regents have recently issued credit recommendations on more than 150 courses offered by non-collegiate sponsors in that state.

Another sign of the trend toward extended services is the increasing interest in counseling and referral services not limited to any particular institution. A major current effort in this direction is the work of the Regional Learning Service of Central New York which, with funding from several foundations and government agencies, became operative in January 1974, within the Syracuse University Research Corporation. The Learning Service now has a staff of 24 part-time learning consultants who work with clients in the five-county region, counseling and advising them about further education, and facilitating their association with educational institutions. It is estimated that 750 to 1,000 clients will receive substantial services during 1975.

Another example of the move to take counseling services to where the potential clients are is the regional counseling program being set up by the New York State Regents in connection with its External Degree Program. The same trend is indicated by the emphasis on decentralized counseling information and referral services in a number of current proposals for statewide open-university types of institutions which are discussed later.

Many of the new developments associated with the extended degree are discussed by Valley (1974) in a recent issue of *Findings*, a quarterly publication of ETS research in postsecondary education. Valley pointed out the expanding uses of community resources; the increasing range of support services, including courses by newspaper, a project involving some 250 newspapers across the nation; the extension of authority to grant degrees; operation across state boundaries; and new ways of assessing credit for prior learning.

One can with justification ask whether the extended educational service movement for degree students has made the progress that might have been predicted for it. All these developments suggest that it is both very much alive and growing. As in all new movements, however, developments have been fewer than predicted by some, albeit substantial. There appears to be some reduction in the evangelistic fervor that characterized the movement in its early stages when "nontraditional study" was a catch phrase and so many institutions seemed literally to be scrambling to get a program underway. But it is possible that some programs were started because it was the educationally popular move to make, or because foundations and the federal government were in a mood to help by providing start-up funds for such experimental ventures. Now that so many programs have been launched, there appears to be less tendency for funding agencies to subsidize new ventures of this kind.

Many institutions may have embarked on extended degree programs and become more liberal about residency requirements because they faced stable or declining enrollments and thus looked upon these strategies as a way of attracting students. There is hardly any point in contending that these colleges became interested for the wrong reason since if what they did was in the right direction, the initiating motive behind it is not necessarily important. Perhaps only time will determine whether there is sufficient institutional commitment for effective rendering of the new services.

In assessing both the progress and prospect of extended postsecondary services, it is important to consider the role played by the nation's community colleges. For many years their enrollment of part-time students has equalled or exceeded that of full-time students. More often than not, the part-time students are mature adults pursuing work toward an AA degree; others already have baccalaureate or advanced degrees, but return to the local community college for academic or vocational courses to serve their personal needs; still others are involved in noncredit adult education types of programs, also to satisfy personal interests. In fall 1972, there were nearly 1.5 million part-time students in community colleges, over a million of whom were classified as degree students at the freshman or sophomore levels (American Association of Community and

Junior Colleges, 1974). The important role of community colleges in providing services at the lower division level is recognized by many of the four-year institutions which limit their extended degree programs to upper division and graduate levels.

Thus, it is evident that community colleges already are prime instruments of the new learning society. And given their local interests and their proximity to where learners live, it can be assumed that these colleges will continue to discharge this function, perhaps at an expanding rate. If they do, the future of extended services is naturally further assured.

We suspect that the movement to free-up postsecondary education may have turned from an initial, highly enthusiastic mood to one of long-term sober commitment to the idea that, for various reasons, many people will wish to avail themselves of postsecondary educational services during most of their lives, and that in order to serve them new policies and procedures will have to be adopted--such as altering the place and time where instruction and learning opportunities are provided, and altering the curriculum to fit adult needs and styles.

Indeed, the nation's postsecondary leaders seem to be working at the task of consolidating efforts and refining the process by which extended services are rendered. Determining how best to evaluate and award credit for life/work experience is but one example of their efforts. From our study we have the impression that colleges are also attempting to ascertain which types or groups of students are most in need of their services, and which they believe they can best serve. Here there are several somewhat conflicting points of view. Whereas it was once assumed that the majority of adults interested in further education were those without a baccalaureate degree, many institutions seem to have found a more ready market at graduate and professional levels. In some respects this is understandable in view of the talk about the current abundance of college trained manpower. The shift in emphasis toward upgrading and retraining, especially in professional fields, has been induced in part by new licensure and certification requirements, legislated or otherwise mandated. Another reason for the shift is that an MA or professional degree program, being of relatively short duration and directed to an identifiable clientele, is more easily mounted and financed than an undergraduate degree program. It may be that despite the results of some market surveys to the contrary, the demand for new services at the undergraduate level is not as great as it may have first appeared -- at least, not over and beyond what the community colleges can meet. This is not to imply that there will be no need for some extended degree programs at the undergraduate level; it may merely suggest that there are not as many people interested in pursuing a baccalaureate program as had been projected.

As it is developing, the American experience with the kind of clientele attracted to new programs is not greatly different, to date, from that of the British Open University, which also has failed to attract large numbers of the educationally disadvantaged. Concern has been expressed in this country by numerous individuals that some of the new programs are not serving many disadvantaged students, and it is frequently contended that the unstructured nature of most extended programs makes it difficult for people with undeveloped academic skills to take quite so much responsibility for their own education. Although some of the programs are enrolling a number of minority students, we had no way of determining what proportion of these or other students are disadvantaged educationally. We suspect not many, since the students responding to the questionnaire rated themselves reasonably high on traits associated with academic ability, and program staff confirmed that extended degree students compared favorably on this dimension with typical college students. We sensed considerable preoccupation with the problem of how older students with educational handicaps are to be accommodated, and we believe this is another problem relating to clientele for policymakers to consider.

Central to any speculation of where the new services are or should be heading is the question of the relationship between them and continuing education or extension in general. The concern here is the interface between extended services of the type we are discussing and continuing education in the institutions involved in the continuing education movement. As discussed in previous chapters, one organizational possibility in any institution or system is to place responsibility for extended degree programs with the unit responsible for continuing education activities. But whether the two programs are linked organizationally or not, they may be perceived by the college community as being closely related, especially in elite institutions, with the consequence that extended degree programs and their related services may share with continuing education such problems as lack of esteem and financial support. On the other hand, continuing education as a movement is gaining momentum rapidly, and the new services, particularly those involving outreach programs, really are continuing education in principle.

In some institutions or systems, however, there is a strong belief that the new extended services should not be isolated from the more traditional programs, especially since these services are subject to faculty approval and also because many people feel that if they are administered by academic units, they will have greater impact on regular programs. Moreover, some hope that linking extended degree programs with campus offerings will result in similar financial support patterns.

Our purpose here is not to consider the pros and cons of organizational arrangements--previous chapters address this issue--but rather to speculate on what influence the continuing education movement will have on the future of the extended services. Regardless of organizational arrangements, we believe the influence will be positive because of what those involved in continuing education can contribute to methods for teaching adults and to marketing and managing extended programs.

WHY NATIONWIDE INTEREST IN THE NEW SERVICES?

Since it is evident that more than casual interest in freeing-up postsecondary education is being demonstrated on a national scale, it can be concluded that what might at first have been regarded as a fad has come to be an ongoing activity. It is of interest and perhaps of some value to speculate on the reasons for this. Certainly some of the mood to change has stemmed from student disenchantment during the 1960s with what was perceived to be the rigidity of higher education and the lack of concern for the individual. As a result, at least some educators were awakened to the fact that all was not really well in academia, and thus they became more receptive to new ways of doing things.

As already mentioned, another pragmatic influence has been the sobering realization that overall college enrollment is stabilizing or declining and that there is therefore a need to identify new clienteles. In fact, a recent as yet unpublished survey of college and university presidents in the United States revealed the great extent to which institutions are planning to seek a new clientele in the remaining years of the 1970s. Two-thirds of the respondents indicated their intention of instituting an extensive program to actively recruit adults over 22, and 58 percent said they expected to accelerate recruitment of off-campus students. (More than one in three of these responses came from presidents of community colleges.)

It would, however, be incorrect to assume that surface factors such as these constitute the base for the extended services movement; underlying social factors have unquestionably been more significant. Even from our study, there is evidence that the movement is related to certain social changes. For example, many of the larger programs in the study were those which had responded to new manpower needs in fields such as criminal justice, urban planning, health services, and public administration. This is especially true where state licensure requirements and civil service practices encourage people in various professions to upgrade themselves. Other programs reflected and served a general desire on the part of many people to better understand their culture and to identify their role in it.

The extension of educational services is both the product and the facilitator of social change, for even in the process of responding to new societal needs, education is a vehicle for their fulfillment. For example. the practice of awarding degree credit for an individual's life/work experience presumably reflects a change in educational values since it implies the accumulation of conventional course credits does not in itself necessarily measure a person's achievement. Since the practice of awarding credit by this means is relatively new, the more institutions that do it and the more refined assessment techniques become, the greater its influence in effecting educational change. Or, consider residency requirements, which through the years have been considered sacred by many colleges and universities; now that individuals are challenging this requirement, institutions are liberalizing with respect to residency.

MORE STRATEGIES FOR PROVIDING EXTENDED SERVICES

Although our study focused only on the various institutional and system approaches outlined in Chapter II, there are other more global means of providing extended services. One is to create statewide or regional organizations of the open university type; another is to effect consortium arrangements between or among institutions and systems; and still a third is to develop something in the form of a nationwide credit depository.

Many states are establishing or are in the process of studying the feasibility of establishing an overarching institution that would itself become responsible for rendering the new services or would serve as an umbrella-type of coordinating unit for other institutions involved in extended programs.

While it is not possible to report here all that is happening at numerous state levels, a few illustrations of developments have been selected to indicate the extent of the ferment that has been generated throughout the country by attempts to provide new postsecondary educational opportunities.

Connecticut. In 1973 the Connecticut legislature approved a bill to establish a Board of State Academic Awards which is to offer an external degree on much the same pattern as that offered by the Board of Regents of the State of New York. The legislation followed intensive study on the part of the Commission for Higher Education and was incorporated in the master plan for higher education in the state.

The new five member board takes its place alongside the individual governing boards for the university, the state colleges, and the community colleges in the state. Its activities include evaluating credits, awarding credentials, developing tests and establishing a credit depository; it has no instructional functions. So far, agreements have been reached to award the associate degree on the basis of evaluating performance on examinations and credit earned in regular teaching institutions.

Nebraska. One of the well-known experiments in serving new students is S-U-N, a State University of Nebraska project which is to offer degree work through tele-communications. The program, which is assisted financially by two federal government agencies, is now developing courses for the television medium, and is in the process of planning for a network of educational offerings.

In connection with S-U-N, a major consortium has been organized and incorporated to be known as the University of Mid-America, which includes the following institutions: Iowa State University, The University of Missouri, The University of Kansas, Kansas State University, and The University of Nebraska.

New Jersey. In July 1972, the Board of Higher Education in New Jersey created the Thomas A. Edison College expressly to administer an external degree program. The college is a nonteaching institution and awards degrees on the basis of demonstrated college-level knowledge. Credit toward a degree may be earned by transfer of credit from institutions previously attended; successfully completed proficiency examinations; and assessment of life experience knowledge gained by independent study or course work completed at unaccredited educational institutions. Edison's first degree offerings are the Associate in Arts, the Associate in Science and Management, the AAS in Radiologic Technology, and the Bachelor of Science in Business Administration. A Bachelor of Arts degree has been approved. The college also has a statewide educational counseling service for adults.

Massachusetts. For several years there has been considerable discussion among both the individual educational institutions and the state agencies in Massachusetts about how best to serve the nontraditional student. In early 1973, the governor established a Commonwealth Task Force on the Open University as a means of considering and hopefully consolidating several previous studies. Subsequently, there evolved the idea that the task force would plan for a voluntary association of public and private postsecondary institutions in the state, to be called the Commonwealth Open Learning Network. To this end, the task force has envisioned a network which, among other things, would adapt existing institutional resources to serve "new learners"; create Commonwealth Open Learning Centers around the state as "ports of entry" and resource centers for people using the network; evaluate and award credit for appropriate prior academic and life experience; and establish a "credit bank" to ease transfer among network institutions. The task force ended its work without rendering a recommendation, but a final report will be prepared based on the research done in earlier studies.

Pennsylvania. In April 1973, the higher education staff of the State Board of Education presented to the Board's Council on Higher Education a recommendation that there be created a new institution called the Pennsylvania Open College. The recommendation was made after thorough consideration by an advisory committee representing the colleges and universities, potential students, members of the legislature, and citizens-at-large.

The basic idea was that a new Open College should be established as an independent, credential-granting body to provide three basic services: to inform students about and refer them to existing educational programs; to provide ways for giving credit for educational experiences; and to encourage and accredit the new institutional programs deemed necessary to implement the plan.

Legislation for such an institution was introduced in 1974, but as of Spring 1975, no action has been taken. The bill provides for a cooperative effort between existing public and private institutions in the state and a new institution which would serve primarily as a facilitating agency. The new college would be responsible for setting up and maintaining several counseling and referral centers and for providing advisors to work on an individual basis with students who could not find a program in an existing institution to meet their needs.

Even if the 1974 legislation should not become law, plans are underway to set up three pilot counseling and referral centers during the 1975-1976 academic year, which would function in a cooperative fashion with existing colleges. Should the new Open College be established, it will be independent of the state Board of Education, although subject to the policies and regulations of that board.

Washington. In early 1972, the Council on Higher Education in the state of Washington began to consider external degree programs and appointed a select Commission on Nontraditional Study, which rendered a report early in 1974. The commission's recommendations have now been endorsed by the staff of the Council on Higher Education for inclusion in the comprehensive plan for Washington postsecondary education, and will be debated and discussed by the council and the legislature in the coming months. The report considers a number of educational alternatives and recommends a high degree of cooperation among existing institutions and agencies to provide opportunities for nontraditional students. One recommendation suggests that the state explore the concept of community-based cooperative educational guidance centers for the mature person interested in pursuing educational opportunities.

Wisconsin. Wisconsin has created a new institution called the Regents Statewide University, the primary purpose of which is to facilitate cooperation among institutions within the University of Wisconsin system for students who are interested in obtaining a college degree without necessarily going to a college campus. All institutions in the system are encouraged to offer appropriate external degrees so that there will be a statewide coordinated external program with some diversity to make available advising and other necessary services for students who wish to work toward a degree by external means.

Within the structure of the Regents Statewide University is Regents College, which is to develop a baccalaureate degree of its own for students who cannot find access to a program offered by any of the existing institutions within the system.

Although the new university was created by the 1974 legislature, it failed to receive an appropriation which would have enabled it to become operative immediately, but an appropriation was made to allow program planning for the future.

Other states in which proposals have been made for a new type of institution or for a facilitating agency for extended degree study include Illinois, Missouri, Hawaii, and California. In fact, as of Spring 1975 the California legislature is in the process of contracting for a study concerning the feasibility of a "fourth segment" (an institution in addition to the two university and the community college systems) which would become responsible for providing or coordinating the types of extended services we are discussing.

Understandably, proposals for new state institutions or agencies are not always viewed favorably by existing institutions, and this, along with the financial pinch in state governments in general and in higher education in particular, often causes such proposals to become political issues. Thus, while a number of statewide plans have been conceived, relatively few have been implemented. However, the proverbial adage, "Where there is smoke there is fire," may suggest that the latent public demand for reform and services will require that existing institutions render the services so extensively and efficiently that there will be no need for a new unit. Otherwise, some overall agency may be created.

We see the various states facing several problems as individual institutions diversify their practices and programs to serve nontraditional students. State governments should be concerned that individuals in all geographic regions of the state have services available to them, that there is easy transfer of credits among new programs, that there is sufficient standardization of nontraditional educational practices to avoid confusion on the part of the public, and that there is not excessive duplication of effort among institutions. And, as discussed earlier, there is the difficult question of how and by whom all the new services should be supported.

State coordinating bodies for higher education have two alternatives: They can allow the move toward the extension of new services to develop largely unattended, or they can encourage, promote, and control it so that the new services fall within a coordinated plan for postsecondary education. The desirability of the latter route seems clear.

Possibilities for interinstitutional, intersegmental, and even interstate cooperation to render extended services may at first appear to be promising, but they are not always easy. In our study, we encountered only a few examples of informal cooperative efforts. There is, for example, a close working relationship between the Miami-Dade Life Lab program and the External Degree Program at Florida International University. The two California university systems have recently set up machinery for cooperation, and have begun by sharing TV facilities and cooperating in the operation of a regional learning center at Ventura. And the newly created University of Mid-America is a good example of interstate cooperation. The extent to which the examinations such as those developed by the New York Regents and CLEP are used by institutions throughout the country in awarding credit and certifying competence is indicative of other possible cooperative arrangements. The New York Regents External Degree Program's counseling network, which provides information about colleges, including Empire State, illustrates cooperative possibilities within a state. But cooperative and consortia arrangements tend to develop slowly, and their potential contribution to the extended services movement is still an unknown.

MORE PROBLEMS AND ISSUES

Expressed or implied throughout this report are a number of issues associated with extended degree programs that we identified but could not explore thoroughly because of time constraints. We feel, however, that we should call attention to a few of them here, since they add to the overall perspective and are matters with which policymakers must be concerned.

ACCREDITATION

From the outset of the "nontraditional movement," many lay and professional people have expressed fears that efforts to launch new programs would be thwarted by contraints imposed by accrediting agencies. Indeed, we have had reports on situations in which institutions involved in new degree programs felt that members of accrediting teams as well as accrediting bodies themselves took a restrictive view toward new approaches to extending education. However, all the programs in our study are either fully accredited or have received "accreditation status," depending on the length of time they have been in operation. It is noteworthy that in fall 1974, Empire State College was fully accredited by the Middle States Association of Colleges and Secondary Schools.

Two observations about accreditation by regional associations seem relevant. The first is that the regional associations themselves early recognized the necessity to consider the criteria by which new programs should be assessed, and most of them have taken immediate steps to study the problem. Subsequently, the Federation of Regional Accrediting Commissions for Higher Education (FRACHE) initiated an effort to effect a joint approach to the problem, and this has resulted in new ways of evaluating new programs without sacrificing concern for standards, quality, and consumer protection. The second observation is that since many of the new programs are offered by existing institutions that have long been fully accredited, these programs, while often reviewed by the appropriate regional association, have the advantage of being associated with the credibility already established by their host institution. This does not mean that some of the programs in our study have not been subjected to close review or that strong recommendations have not been made for certain changes; indeed, there was clear evidence that accrediting bodies had imposed certain conditions on some of the institutions. However, new institutions such as Empire State and Minnesota Metropolitan State College must stand alone and establish their credibility without any institutional support and wholly on the basis of their own programs.

Accreditation of extended programs by professional groups does not yet seem to be a severe problem, but it may become one as the move to offer work in professional fields and at the graduate level continues. The major constraints reported to us were those that involved questions about the chances of being accredited by the American Association of Collegiate Schools of Business (AACSB); fearing that they could not meet the requirements of this association, a few institutions were reluctant to initiate extended programs in business.

It is too early to predict the eventual impact of accreditation on extended degree programs. It may be that the more acute problems will arise from certain practices of the programs, such as the granting of extensive credit for life/work experience. The matter of accreditation of extended degree programs doubtless will become a concern of the newly created Council on Postsecondary Accreditation (COPA).

The accrediting issue will become more serious if extreme views are taken about the matter. If, for example, programs for a new clientele were evaluated on the same basis as conventional programs without consideration for the difference in clientele or emerging societal and manpower needs, there would be some difficulty in developing new ways of serving adults in degree programs. The situation is also complicated by the fact that the educational process is not always easily discernible, especially in individualized programs. We doubt, however, that serious problems will develop. For one thing, accrediting agencies already are being held accountable for effecting change, and they have begun to assist the extended degree movement.

Certainly they must continue to be alert to the differences between clientele and program in extended degree programs and those in traditional settings. We suspect that dire problems can be averted provided there is close cooperation between institutions and accrediting bodies in the early stages of planning.

However, no one would wish to see the extended degree movement become so void of "standards" that the offering institutions would in effect become degree mills. The balance wheel should operate to interpret standards under new circumstances.

THE PRINCIPLE OF CERTIFICATION

One of the most perplexing problems associated with the extended degree movement is the philosophical question concerning the viability of degrees awarded in whole or part on the basis of credit for prior learning. The question is not a new one; it is related to the long-standing practice in conventional programs of granting advanced placement on the basis of credit by examination and other methods. The current problem arises out of a combination of factors: The large amounts of credit now being given for life/work experience, the extensive use of examinations as a means of assessment, and an increasing tendency to evaluate for credit both formal and informal courses completed in all types of institutions and agencies. Taken together, these practices often result in a student's obtaining a substantial amount of credit toward the degree. And in external programs such as that sponsored by the Regents of the State of New York, the entire degree is awarded on these bases.

In recent years, there has been considerable advocacy of the certification principle by bodies such as the Carnegie Commission (1971) and the Task Force on Higher Education (Newman, 1971). In its first report, the latter group recommended that a number of noninstructional "regional examining universities" be set up to facilitate the certification process. In many ways, several of the new state "open universities" (actual or proposed) are to perform this function much as is done by the New York Regents.

The validity of a degree earned in large part by certification in a situation where an educational institution or agency has little impact on the student is naturally subject to criticism by some people. It should be recalled that as far as the New York Regents' degree is concerned, the validation is of self-study completed in connection with a prescribed curriculum. It is difficult to argue against a system that provides for evaluation of prior learning if the previous study and experience are related to an institution's or agency's specific educational objectives as well as to the student's goals.

Presumably, the validity of the certification process will be determined on at least two fronts. First, the value in the marketplace of a degree earned largely by certification will reflect the public perception of the process. Perhaps employers and others do not discriminate between the ways degrees are acquired, and with good evaluation of programs we should eventually know whether this is so. Second, the degree holders will have to assess how they "feel" about the value of the degree so obtained, and whether having it enables them better to discharge their personal, civic, and occupational responsibilities. Our research staff makes no judgment on the matter, since we were not able to conduct longitudinal studies that might have revealed some long-run consequences of the certification process. However, data in the office of the New York Regents External Degree program indicate that the degrees awarded in that program have been well accepted by employers and educational institutions. Whether certification is here to stay probably depends on how it is conducted, which in turn will have a bearing on how it is perceived. Thus it is another policy issue in need of further research.

TRANSFER PROBLEMS

Because extended degree programs are relatively new and tend to serve a clientele that is more likely to complete the program they start than to transfer to another institution, transfer among programs is infrequent. There are some transfer problems, however, related both to transfers from one external program to another, and from an external program to a traditional one, even within the same institution. For one thing, except in the case of the extended-campus approach, external programs tend to be unique both in content and methodology, which always involves questions about equivalency. More serious is the tendency on the part of many colleges that offer extended programs to be quite liberal in the amount of credit they grant for various types of prior learning, which may pose considerable questions if the next institution is reluctant to accept this type of credit. In a number of programs in the study, the problem is minimized by not recording credit for life/work experience on the students' record until near the point of graduation, so that there are no such credits to transfer until the student has graduated. In general, transfers tend to be most facilitated when a program grants credit for experiential learning as the equivalent for specific courses.

Another problem is generated by programs that state their extended degree requirements in terms of required time or competencies to be mastered rather than credits to be earned. Moreover, the narrative transcript which is often used to report progress or work completed requires interpretation by the receiving institution (or a potential employer). Thus, in their efforts to break traditional rigidities, institutions may impose handicaps on student mobility. We sense increasing recognition of these problems and suspect that over time they will be eased by more uniformity in reporting and recognizing credit, regardless of how it was earned.

Quite aside from the problems involved in the transfer from one program to another is the continuation to graduate school of students graduated from an extended degree program. Here again the comparative newness of extended programs reduces the incidence of such cases, yet many graduates have gone on to graduate school from some of the older programs in our study, as for example, from Oklahoma's Bachelor of Liberal Arts program. Even new institutions like Empire State have a substantial number of graduates who have entered graduate school. Our inspection of institutional research reports leads us to believe that graduates from extended degree programs suffer no particular handicap in applying to graduate school, provided their record is good and they are well recommended by the institution from which they graduated.

The transfer situation could possibly worsen if the trend toward specialization and vocationalism in some of the programs continues. Narrow specialization could result in students not being accepted elsewhere unless they continue the same specialization or make up the receiving institutions' general requirements. The extent to which this is likely to happen depends, of course, on the enrollment situation generally and the tendency on the part of institutions to liberalize admissions practices.

INTERSTATE PROBLEMS

As noted in other chapters of this report, many of the programs in our study enroll students from a wide geographical area. Two of the programs are referred to as "far-flung" because they set up administrative offices or hold classes in several states. We perceive a growing concern on the part of local colleges when "foreign" institutions invade their territory, especially in times when enrollments are stabilizing. Even in "good times" the invasion may give the impression that the local college is not meeting the needs of its constituency.

The same problem is found within individual state boundaries, and we suspect it will get worse. Some external control within states can be effected by formal coordinating mechanisms, but no such means exist among states, barring an outright refusal by state approval agencies to allow institutions from other states to operate within their boundaries. Even this, of course, does not preclude students from enrolling for independent study in any program, anywhere.

Among the reasons why some institutions operate in distant places is that they have responded to training needs requested by agencies like the military and civil service. With more institutions willing to respond to such requests, the traffic seems bound to get heavy in certain regions. We offer no solution to the problem other than to suggest that before institutions finalize their plans to set up programs in other states and regions, they explore the need for such programs with local colleges and approval agencies, and perhaps also determine the feasibility of establishing cooperative relationships with local institutions. It may also be that public institutions will be increasingly restrained by their own state control agencies from operating so far afield, a practice institutions have often engaged in with the intention of producing income for the institution, and with a resulting tendency to neglect their local service area.

BALANCE OF PROGRAM

It was not our mission to make a subjective judgment on program content. However, as we visited institutions and talked to many people, some involved and some not involved in extended degree programs, and as we began to observe the tendency of many programs to specialize in certain subject areas, we began to wonder about the most appropriate programs for adults in our current society. There is an obvious need for programs to meet new manpower needs, and it may well be that this should be a prime mission of many extended degree programs.

On the other hand, we are impressed with a thought expressed by London and Wenkert (in press):

> An important responsibility of adult education, yet unfilled, is to raise the level of consciousness of adults so that they can better understand the conditions that affect their lives, and, in this way, can more effectively influence the direction of change in their society.
>
> 'Giving them what they want' versus 'giving them what they need' will continue as a point of tension in the foreseeable future. While giving adults what they want, or what they express as their wants, should always be a first principle of programming in adult education, practitioners

> also have an obligation to extend the horizons of participants, helping them to become more aware of what they need, and interesting them in the critical problems in our society.

These ideas are at least food for thought for those who must plan and implement extended degree programs.

The discussion of problems and issues could be continued. We have not mentioned the issue of collective bargaining, but we raise a question about its potential impact on extended degree programs. More could be said about the development of credit banks and their increasing significance. We could expand on the need for congruity between an institution's overall mission and the kind of extended degree program, if any, it should undertake. But perhaps the foregoing will suffice to indicate the dynamic nature of the movement and the rationale for a continuing assessment of it.

FURTHER RESEARCH NEEDS

We realize that we have merely scratched the surface in this research on extended degree programs and related services, and we were aware at the outset that this would be so. In fact, had funding and time been available, we would have considered the present project as Phase I of a two-phase effort, the second phase to be a longitudinal assessment of the differential impacts various types of programs appear to have on students with different backgrounds and motivations. We still believe that the findings from such a study would help institutions make decisions about appropriate program content and delivery systems. We further believe such a study could be designed so that by the use of carefully controlled, stratified samples of students who began their work in the recent past, the magnitude and complexity of most longitudinal studies could be avoided.

We discussed additional research needs with representatives of our case study institutions at a conference in June 1974. Among the topics suggested for investigation were the following:

- How best to serve low-access or disadvantaged students.

- Methods and approaches used in serving nontraditional students by colleges and universities not included in our study.

- Identification of methods most effective in facilitating adult learning.

- The impact of extended degree programs on students, particularly on their occupational mobility.

- The impact on the career and professional development of faculty participating in nontraditional programs, particularly those serving as adjuncts.

- An analysis of why nontraditional programs tend to move toward graduate level offerings.

- The bases for certification and the perceptions of the certification process held by the public.

- The evaluation and accreditation of nontraditional programs by accrediting bodies.

- The most appropriate and feasible means of financing extended degree programs.

Not included in the above list is the matter of content or curriculum in extended degree programs. In our study, we sensed a concern by outside agencies that they had difficulty in determining the precise subject matter covered in some programs, and the view was often expressed that some of the programs are "soft" on content. We believe, therefore, that an analysis of what is actually taught, and particularly of how students in individualized programs structure their programs by content, would be helpful in understanding the nature of the programs and would provide information and guidance. We suspect that as time goes on, there will be increasing concern about the nature and quality of external programs; thus it is fitting that all interested parties turn their attention to this basic and critical consideration.

IN CONCLUSION

We close this report by repeating a theme we have expressed and implied many times: The types of new services we have studied, whether they are called nontraditional education or something else, need careful scrutiny by those who are responsible for their initiation and implementation. The provision of services should not be left to chance. Their content, the means by which they are made available, the methods by which they are staffed, the structures for facilitating them, and the factors affecting their pricing and support all involve matters of policy to be determined in the context of local, state, and regional educational environments. Hopefully, the new services can be made an integral part of postsecondary education, but hopefully too, they can be instruments of change.

In this connection, there arises the question of what impact extended services, particularly the external degree, will have on institutions of higher learning. In his book on the external degree, Houle (1973a) predicted that this type of degree will strengthen some institutions, weaken others, and have no major influence on many. He asserts that on balance, however, the effect will be positive in that new clienteles will be reached and traditional degrees will be given new vitality through new content and new methods developed by external degree programs. In our study we sought evidence of impact which the new forms are exerting on conventional programs, and found it thus far to be minimal--other than for the testimony by staff that teaching extended degree students improves their teaching in traditional situations. Overall, it is too early, we feel, to measure the full impact of the new forms, and we agree with Houle that it will vary among institutions.

Because of the current national emphasis on extended services, one might assume that they represent a turning point in the history of higher education. It might even be asked whether what is happening now can be likened to the Land-Grant College movement or to the advent of the community college system that now blankets the country. Who is to say whether the eventual impact of the nontraditional concept will be comparable? Only history will tell. It is possible, however, that higher education may indeed be rounding another corner. What it will all come to is uncertain, but it may be that reform is coming rapidly along many of the dimensions enunciated by Gould (1973), chairman of the Commission on Non-Traditional Study, as he referred to the commission's definition of what such study signifies: That we are moving toward a system that puts the student first and the institution second, that concentrates more on the former's needs than the latter's convenience, that deemphasizes time, space, and even content in favor of competence and performance, and that concerns the learner of any age and circumstance.

One thing is certain: Effective implementation of the new services, as well as the effort to have them exert a positive influence on the traditional system, will require serious attention on the part of decision-makers at all levels. We hope that our findings and observations will be of some assistance in this process.

XI.

Suggested Guidelines for Implementing Extended Degree Programs

From the outset of the project, our goal has been to view the information we obtained from the study in terms of its implications for policy and practice. Rather than present our conclusions in a convential summary, we have elected to state them in the form of guidelines. Our hope is that a statement directed to principles and action may be of maximum use to those individuals concerned with extended degree programs.

While the guidelines stem primarily from the case studies, they are also based on information and ideas gleaned from other aspects of our project, including a review of current publications, consultations with educational leaders, and comments by members of our advisory committees. Our suggestions are based thus on a number of considerations.

We realize that decisions as to whether and how to extend educational opportunities through new degree programs must be made within the immediate environment of the institution or state; moreover, that most decisions must be made within the context of the educational philosophy held by the staff of any given institution. Thus guidelines, as such, can at best only point in general directions. They can assist decisionmakers in determining what they would either gain or lose in their particular situation by adopting one approach as opposed to another. We have endeavored to identify alternatives, with the understanding that new configurations for extending postsecondary education will doubtless emerge in the years ahead. While rich in their variety, our case study institutions do not encompass the total range of options for implementing extended degree programs for new clienteles. But we believe they point the way. We have, therefore, elected to call attention to some guiding principles, knowing that the users of our report can then best determine what is best for them and for the students they seek to serve.

PLANNING, INITIATION, AND EVALUATION[18]

How an Institution or System Should Proceed with Planning, Initiating, and Evaluating an Extended Degree Program

PRE-OPERATIONAL PLANNING, DEVELOPMENT STRATEGY

POLICY ISSUE

In anticipation of formal planning activities, what factors should be considered before embarking on the development of an extended degree program?

1. Before embarking on extensive, formal planning efforts, the initiators of a program should consider:

    a) The goals they wish to accomplish with respect to clientele needs and, perhaps, institutional reform (for example, change in residency and other requirements in existing institutions).

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[18] While this section highlights some overall and general institutional considerations in the planning process, other sections will deal more specifically with particular topics, such as planning for target clientele, organization, financing, staffing and program development.

b) Institutional or structural options, including, where appropriate, development of a new institution, unit, or interinstitutional mechanism.

c) Potential access to both financial and real resources (for example, faculty, support services, etc.).

d) Internal institutional conditions, especially the mission and traditions of existing institutions, institutional receptivity to offering an extended degree program, and the institution's capacity for initiating and maintaining such a program.

e) External environmental conditions, including the attitudes and policies of state coordinating and legislative bodies, state budget officers, legislative bodies, and other fundamental legal restrictions. Also to be considered are extended degree programs offered by other institutions within the state or geographic service area.

2. New programs addressed to the learning needs of adults rarely survive unless they meet educational needs. Initiators of programs should ascertain whether presumed needs are real and sufficient to justify gearing up to meet them. Interested clients or potential client groups in the community should be identified.

3. Within an existing institution, a program should have sufficient faculty and staff endorsements to ensure its acceptance, or the need for the program should be sufficiently great that it can be initiated with the expectation of its subsequent integration into the rest of the institution.

4. Consideration should be given to alternative planning strategies, such as either encouraging especially creative individuals to develop programs without substantial advance planning, or instituting programs which adopt a "plan-as-you-go" developmental strategy. These particular strategies allow program staff to gain some experience with the types of students who may be served as well as with curricular and delivery system possibilities. However, any planning strategy should include a clear statement of goals and objectives, criteria for judging success, and a sound evaluation system to guide the planners in their activities.

PROGRAM OBJECTIVES

POLICY ISSUE

To what extent should program goals be delineated in the planning process?

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5. To provide guidance to those responsible for program development, goals and objectives should be clearly delineated and placed within a hierarchical structure of importance and timing.

    a) A fundamental "first question" is whether the program is intended to influence traditional programs and practices in the same or other institutions and, if so, by what means.

    b) Planners should also consider whether a traditional setting is likely to erode the innovative aspects of the new program and consider feasible safeguards against such an effect.

c) Since there may be important implications for structure, some delineation of basic objectives, especially if they are multiple and complex, needs to be formulated early in the planning process.

6. To maintain flexibility in the face of changing clientele needs and delivery system possibilities, goal specification and other kinds of planning should be a continuous process.

EXPERIMENTAL OR PILOT PROGRAMMING

POLICY ISSUE

Should an extended degree program be approved for an indefinite period or for a designated trial period?

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7. If pockets of resistance are so potentially strong as to endanger subsequent approval, or if the institutional climate is such that a successful program might lack support at the end of a fair trial period, then approval for an indefinite period may be preferable. On the other hand, the fixed trial period has advantages in terms of enforcing accountability and efficiency.

8. Given the total institutional situation and the nature of the program, conditions may warrant a pilot project with an evaluation component built in. Program accomplishments can be measured and data made available to the staff and faculty to help them decide whether the program should be continued.

9. Planners should be aware that designating a program as pilot or experimental may leave the impression with faculty, students, or others that its supporters are unsure about its potential success. This may leave the program vulnerable to later attack or discourage active participation. Efforts should be made to counter such impressions.

PLANNERS

POLICY ISSUE

Who should be involved in the initial planning and development process?

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10. Early in the planning process, program initiators should work with institutional leaders, including key faculty who may not be involved in the program but who have review and approval authority.

    a) Within existing institutions, the extent of initial involvement of faculty may depend upon institutional receptivity to the educational objectives of the program and the importance of reform objectives.

    b) Regardless of structure, a variety of professional staff should be involved at various points in the planning and development process, depending on their area of competence. Newly recruited program staff should be involved in planning as early as possible.

11. In addition to internal support, program planners should enlist the support of industrial, labor, and business organizations; government leaders; civic organizations; and other

community groups. This support is of inestimable value in assessing community interest and clientele needs, in determining delivery and curricular possibilities, and sometimes in recruiting potential students.

12. To be successful, innovative programs require a receptive setting in which to develop. Therefore, if the setting is not receptive, extraordinary leadership may be a condition of successful planning and development.

NEW PROGRAM REVIEW AND APPROVAL AT THE INSTITUTIONAL LEVEL

POLICY ISSUE

What review procedures and criteria should be used at the institutional level for approval of new extended degree programs?

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13. Procedures should be devised that will assure careful consideration of substantive program issues and their expeditious resolution. Program initiators and institutional leaders should also consider the need or desirability of "educating" faculty not involved in the program in order to develop program support.

14. Given the need for greater flexibility in extended degree programs than in most on-campus programs (for example, responding to changing clientele needs), review and approval procedures should be streamlined in such a way that decisions can be made deliberately but without undue delay. Approval of broad program areas, use of umbrella degrees, and blanket acceptance of a variety of potential delivery systems seems warranted.

POLICY ISSUE

On what basis and in what ways should extended degree programs be evaluated?

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15. Because extended degree programs must be flexible to accommodate rapid shifts in the client base and demands for new curricular and delivery options, a continuous and timely flow of data is needed to guide program administrators and sponsoring agencies. Institutions and programs should give serious consideration to more-than-token provisions for evaluation and ongoing planning.

16. Extended degree programs have a much better chance for long-range acceptance if they maintain higher-than-usual standards of openness and objectivity. Rigorous evaluation of the highest quality should be planned. Traditional criteria may be appropriate or may be wholly (or partially) inappropriate.

    a) Evaluation should focus on processes as well as outcomes, since there are risks and uncertainties in all programs, especially new ones, and information of both types can improve program performance.

    b) Evaluation should be planned for in much the same way as other program elements. Information needs of decisionmakers should be identified. Staff and resources should be marshalled. Participants (for example, program faculty, students, staff) should be involved in the evaluation design.

17. Programs should be judged on the basis of goal achievement--that is, on the extent to which program objectives have been met. Unintended program consequences--both positive and negative--should also be examined.

CLIENTELE

Specific Considerations with Respect to Clientele When Mounting an Extended Degree Program

POTENTIAL STUDENTS

POLICY ISSUE

What factors should be considered regarding clientele to be served by extended degree programs?

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1. Institutions initiating extended degree programs should proceed on the basis that they are able to render a much needed service to a special clientele. Although potential students for such programs may in some ways resemble conventional students, they have varied educational and life experiences which result in learning styles, motivations, and values that differ from those of the typical college students. If an extended degree program is to be of optimum service to these students, the faculty and administration must determine whether they are able and willing to deliver educational programs adapted to the special interests and needs of the clientele.

2. Three types of students can be considered as target clientele for extended degree programs:

   a) Clientele known to have a specific degree interest (for example, students who want a degree in business, sociology, or public administration).

b) Clientele clustered or "captured" at a particular location (for example, employees in a government agency, workers in an industrial plant or in a hospital).

c) Clientele in the general population--those interested in general and liberal studies degrees, or perhaps even in a specialized area.

Of the three, it is most difficult to mount degree programs designed to serve students in category *c*. Institutions and state agencies should recognize the difficulties involved in offering extended degree programs to the general public off-campus, but they should also be concerned with the possible neglect of potential students in this category.

3. Broad marketing surveys are not always good indicators of potential student populations, and thus are not necessarily cost-effective methods for assessing student interest. This is particularly true of surveys made of the general public concerning the educational interests, needs, and preferences of individual citizens. Market surveys can be effective instruments for generating interest and assessing client needs after a particular client group or specific population of potential students is determined and they are fully informed about the alternatives presented. Another method for assessing interest and planning is to work through organized groups and agencies where a specific audience can be identified and served.

4. Institutions offering extended degree programs should expect shifts in target clientele and changes in the characteristics and needs of their students. Staff reorientation and modifications in degree options and program services may be necessary.

a) Clientele originally sought may or may not materialize in sufficient numbers.

b) The "market" for certain categories of students and degree programs is not unlimited, especially within a restricted geographic area. Thus, programs geared to a specific clientele (for example, certain professional groups) may reach a saturation point. Programs should face this possibility and remain flexible enough to accommodate shifts in client groups.

c) Planners of new programs should be alert to the fact that the second and third wave of students entering a program may be quite different from the students who were initially attracted to it. The characteristics of students may or may not stabilize over time; they may change periodically, necessitating periodic program adjustments.

d) In order to detect changes in clientele, there is need for a continuous program of research and development which provides early warning of such shifts and suggests program changes to accommodate new clientele.

PROGRAM PROMOTION AND STUDENT RECRUITMENT

POLICY ISSUE

What strategies should be used in the promotion of extended degree programs and in the recruitment of students?

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5. Promotion and recruitment activities will become increasingly important concerns for extended degree programs as the number and kinds

of such programs increase. This is especially true for those programs aimed at the general public which offer a more general content. In many cases, potential students are not aware of the existence or possible usefulness of the degree or program. An important need exists to educate potential populations about the existence and advantages of particular degree opportunities and the options for study.

6. Promotion and recruitment will be facilitated if counseling and other assistance are made available during the pre-enrollment period to help students consider possible degree alternatives, complete required admissions material, and become oriented to the program and its policies.

7. Former graduates and students currently enrolled in the program are good and inexpensive promoters of the program. News and magazine articles, brochures, and the like are useful, but in the future they may have limited effectiveness, especially as the opportunities for external study increase and become commonly available. (They are, of course, important in expanding the knowledge of alternatives available to potential students.) Prearranged meetings with interested client groups is a highly desirable method for attracting potential students and promoting a program.

8. Individuals and units doing recruitment and promotion should use the highest ethical standards in order to avoid selling programs to people who have little chance of completing them or of recruiting more students than can be served well. Because possibilities of misunderstanding are enhanced by the nontraditional character of some features of extended degree programs, publicity releases and brochures should be accurate and complete.

9. Recruitment and promotion are specialized functions which should be closely linked to program development. These activities require an understanding both of program capabilities and of the particular needs of potential clientele. Programs should consider using either their own specialized staff or should identify a staff member in the institution's regular admissions office as responsible for recruitment to the program.

PROGRAM FEATURES AND STUDENT SERVICES

Program Features and Services Extended Degree Programs Should Offer

CONTENT AND METHODS OF DELIVERY

POLICY ISSUE

What kinds of programs should be offered in the extended degree format and how should they be delivered?

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1. Existing institutions interested in extending degree opportunities to part-time and adult students should seek ways of building on existing instructional resources at their command, so long as these are consistent with clientele needs and the kinds of services that the program seeks to offer.

2. Curricula and modes of instruction are interdependent and should be considered at the same time. While the nature of the curriculum may be a primary consideration, a particular mode of instruction may place limitations on curricular options in terms of the breadth, depth, and level of degree which can be offered.

3. Flexibility in meeting students' needs and convenience in terms of time, location, and pace should be among the prime considerations in designing extended degree programs.

4. While not all students seek or need group learning experiences, some do, and for them provisions should be made to assure that such opportunities are available, either formally or informally.

5. Consideration should be given to the level of offerings. Whereas short-term programs (graduate and special certificate) are often easier to mount and frequently appeal to a readily identifiable target group, institutions and state agencies should be concerned about the possible shift of emphasis and resources from undergraduate programs, leaving populations of potential students unserved and educational needs unmet.

6. State agencies as well as individual institutions and systems should avoid undue duplication of effort by developing cooperative arrangements with the community and junior colleges which blanket many states. In some instances the community colleges may serve the lower-division needs of nontraditional students, thus leaving the more specialized upper-division work to extended degree programs offered by four-year institutions.

LEARNING RESOURCES

POLICY ISSUE

How may extended degree programs most effectively identify, develop, and utilize alternative learning resources?

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7. Using alternative learning resources effectively involves considerably more than simply locating and listing them. Depending on the nature of the program, alternative learning resources include: community resources, such as public libraries, museums, and art galleries; resource persons, such as professional and technical personnel from local industries, government, and service agencies to serve as tutors, field supervisors, and instructors; and resource materials such as study guides, modular instructional packets, and educational television courses. All resources must be catalogued, evaluated in terms of their usefulness, integrated and organized so they are readily accessible to both staff and students, and continually updated and revised.

8. Extended degree program administrators have a special responsibility to ensure that students have ready access to other college and university libraries, as well as to public libraries, when students live some distance from the program. The possibility of using the resources of a state or region via interlibrary loans and related arrangements should be considered.

9. The management of learning resources is a special skill, and special staff should be trained to perform this function.

    a) Such staff should be familiar with both the human and the material resources available in the program service area.

    b) To ensure that alternative learning resources are effectively integrated with the overall instructional/learning function in an extended degree program, learning resource managers should have competence in working with all sorts of educational media, familiarity with program educational goals and objectives, and the ability to teach other staff and students how to use learning resources.

c) Special training in the use of alternative learning resources is imperative.

ADMISSIONS AND RECORDS

POLICY ISSUE

Should the admissions requirements and process for extended degree programs be similar to those of traditional programs?

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10. External degree programs may require adoption of admissions requirements other than those used by regular programs. This decision should be made jointly by the planners of the program and appropriate administrators and staff. Although admissions requirements need not be different from those in traditional programs, flexibility is of prime importance.

    When particular characteristics or skills (for example, the ability to do independent study) are necessary for success in nontraditional educational settings, they should be well publicized so that students are aware of what is expected of them.

11. Within existing institutions, the special problems of admitting students to extended degree programs (for example, registration at field sites, use of alternative criteria, etc.) suggest that most of the admissions function should be carried out by program staff instead of by the regular admissions office. If this procedure is not feasible locally, the program staff should develop

a close working relationship with the admissions office to facilitate the processing of external degree students.

12. A special system must generally be devised to keep track of nontraditional students, since it is especially difficult in extended degree programs to maintain up-to-date records on student enrollments and on progress in programs which allow continuous admissions, individual pacing, no residency, or no discrete enrollment terms.

13. Rules, regulations, and program options are often more subject to change in nontraditional than in traditional programs. For this reason, institutions should be especially alert to keeping students informed of any revisions of degree requirements or expansion of educational opportunities. Changes should not adversely affect students enrolled prior to changes, and options, new and old, should remain open to them.

ORIENTATION AND COUNSELING

POLICY ISSUE

What factors should be considered in providing orientation and counseling services for students in extended degree programs?

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14. When mounting an extended degree program, institutions should recognize and consider both the motivational factors and the situational factors which affect the students they wish to serve. For example, students with little or no previous college experience require a preparatory program designed to develop self-confidence and skills, as

well as clear educational objectives. These students may also require a more extensive orientation program and closer supervision during the initial stages of their degree work.

15. An orientation process should be an integral part of any extended degree program. It should enable students to understand:

    a) The educational objectives of the program.

    b) Options available to them.

    c) Their own educational goals.

    d) The means by which they can achieve these goals (portfolio, contract design, areas of study, where and how to begin study).

16. In all extended degree programs, but especially in the individualized and independent study programs, a student should possess certain skills to participate successfully in the program. The orientation process should prepare students for this by helping them to:

    a) Reorient themselves to studying again.

    b) Improve independent reading and writing skills.

    c) Become more self-confident.

    d) Learn how to find and use learning resources.

    d) Learn how to cope with isolated learning experiences and to use various means of communicating with faculty.

17. To the extent possible, faculty should be involved in orientation to provide an early link between students and staff, especially in individualized and independent study programs.

18. Recognizing that some, though by no means all, adult and part-time students often have special counseling needs stemming from certain aspects of their personal situation, such as multiple role responsibilities or long absence from school, each program should design and implement a plan to meet academic, personal, and vocational counseling needs. Furthermore:

    a) The counseling program should be ongoing, available to students at any time, and structured to accommodate the constraints on their time.

    b) Faculty should play a major role in the counseling program, a role greater than the one typically played by them in on-campus programs.

    c) Administrative staff and other students can also contribute to the counseling function.

19. Since faculty are expected to provide considerable counseling, and since academic, personal, and vocational counseling are often interdependent, faculty should have special training to help them assist students, should be prepared to refer students to someone more qualified when they find their expertise in an area is limited, and should follow up on students so referred.

POLICY ISSUE

What procedures and criteria should be used in assessing prior learning, both formal and informal, and granting credit or advanced placement?

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20. It is necessary that the standards used, as well as the assessment process itself, should be compatible with institutional and program goals.

It should be recognized that many students entering extended degree programs will have had some postsecondary education, either formal or informal, and may have had other educational experiences during their adult lives. Institutions considering extended degree programs should give careful thought to examinations which have already been developed to measure prior learning, such as the College Level Examination Program (CLEP), College Proficiency Examination Program (CPEP), and the New York Regents examinations.

Also, institutions should examine carefully the activities and future products of the Cooperative Assessment of Experiential Learning (CAEL) Project, jointly sponsored by the Educational Testing Service and a number of colleges and universities, as well as other reports and policies emanating from other agencies on the recognition of prior and experiential learning.

21. Program faculty should bear much of the responsibility for the assessment of prior learning, subject to appropriate review for consistency and maintenance of overall institutional standards. It may be necessary to involve specialists to help the faculty and staff assess activities of a highly specialized nature. In

considering the provision of specialized assessment services, programs should recognize that because of the time-consuming nature of the process, such services are costly to offer.

22. The possibilities open to students for receiving credit for prior life/work experience should be described clearly and completely. Programs may find special handbooks, examples, and other materials of great value in conveying to students an understanding of:

    a) Which learnings from prior experiences may be eligible for credit.

    b) How such learning from experiences can be assessed or verified.

    c) The limitations, if any, placed on the amount of credit toward the degree.

    d) The transferability of such credit to other institutions.

STAFFING

How to Recruit, Utilize, and Compensate Staff in Extended Degree Programs

INVOLVEMENT OF FACULTY FROM A HOST INSTITUTION

POLICY ISSUE

How may regular faculty from an existing institution be most effectively recruited and utilized?

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1. Administrators of extended degree programs housed within existing institutions should

- consider recruiting highly-credentialed faculty from the host institution to create a supportive atmosphere for the program and to promote program credibility.

2. Special incentive and reward structures are normally required to encourage regular faculty to participate in extended degree efforts.

   a) Extra compensation for program participation is the most effective incentive to offer.

   b) Participation in extended degree programs should be taken into account in departmental decisions concerning tenure.

3. Programs using regular faculty from a host institution need to consider the following factors:

   a) Instructional responsibilities should be allocated in such a manner that faculty do not over-extend themselves and become unable to meet both extended degree and regular program obligations.

   b) Provisions should be made so that faculty have sufficient opportunity for professional development.

NEW FACULTY ROLES

POLICY ISSUE

How may faculty in individualized study programs be most effectively utilized?

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4. Individualized study programs tend to combine the functions of adviser, instructor, and

facilitator of learning through alternative resources. This requires a new type of professional academician, perhaps resembling the "master teacher" concept.

5. Planning and evaluation in individualized study programs should emphasize in-depth faculty development strategies which address the uncertainties inevitably surrounding new faculty roles. Key problem areas:

   a) Faculty should not overemphasize the one-to-one student-faculty relationship and rely primarily on themselves as the major learning resource. Provisions should be made to train faculty to be generalists and specialists and to use alternative learning resources.

   b) Careful definition of instructional responsibilities is necessary to avoid unduly heavy workloads and to ensure that faculty will have time to pursue their own professional interests.

   c) Professional opportunities must be expanded for faculty whose roles lack clearly defined career options. The following strategies have been found to be useful: reducing the 12-month academic calendar, allowing both paid and unpaid leaves, and facilitating contact with peers within and across disciplinary boundaries.

PART-TIME OUTSIDE RESOURCE PERSONS

POLICY ISSUE

What are the best ways to recruit and make use of outside resource persons (adjuncts)?

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6. Extended degree programs need to be particularly flexible with respect to curricula and methods of instruction. The use of adjuncts

facilitates program flexibility and rapid responsiveness to changes in student clientele and/or demand for specific subject areas; they may be called in on relatively short notice and can be phased out without a long-term commitment of program resources; and by virtue of their participation in the program, adjuncts also promote better integration of the program with the local community or metropolitan area.

7. While it is relatively easy to recruit adjuncts, clear-cut selection criteria, careful screening, and continual monitoring are essential to program success. The following factors should be taken into account in employing adjunct personnel:

   a) The responsibilities of adjuncts should be delineated in such a way that regular program faculty always have control over academic policies and "quality control" mechanisms. Otherwise the credibility of a program may be challenged.

   b) Adjuncts must be oriented to the educational philosophy and objectives of a program in such a manner that they develop a commitment to the program. In addition, adjuncts need to be continually updated on program activities, to be integrally involved in staff development, and to be involved in program policymaking.

COMPENSATION

POLICY ISSUE

How should staff be compensated in extended degree programs?

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8. Overload compensation can be a very important incentive in attracting regular faculty from a host institution to participate in an extended degree program. In addition, in dollar terms it is a less costly method of compensation than on-load. However, overload compensation can lead to over-extension on the part of individual faculty members which may result in an inability to fulfill both extended program and regular campus responsibilities. Thus, appropriate limits should be placed on the amount of overload activity a faculty member can engage in.

9. While on-load compensation is less likely to result in over-extension of energy, it does require negotiation with regular academic units concerning the percentage of time a faculty member will devote to the extended degree program. And the quality of instruction in regular programs may be threatened if schools or departments hire replacements at lower academic ranks to instruct in the regular degree programs.

10. Compensating adjuncts on a fixed term but nonprobationary contract rather than on a "piece rate" basis reduces complaints about inequity of compensation compared to regular program staff, and promotes the long-term commitment of adjuncts to a program.

11. Supplementing the base pay of staff with extra compensation for activities such as directing independent study and evaluating life/work experience has considerable incentive value. In addition, extra compensation depending on such factors as size of student load and time and location of instructional activities can encourage regular faculty from host institutions to participate in extended degree programs.

FINANCE

How Extended Degree Programs and Nontraditional Students Should Be Funded

GOVERNMENT SUBSIDY

POLICY ISSUE

What criteria should be used in deciding whether government support of extended degree programs is warranted?

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1. The present practice of charging students in extended degree programs tuition and fees that represent a much higher proportion of operating costs than is the case in traditional degree programs, and the tendency for extended degree program income in some institutions to be used to support other campus efforts, should be seriously questioned.

2. All degree programs--traditional and extended alike--should be subjected to the same set of criteria in determining the extent of public subsidy and, hence, the amount charged for tuition. It is legitimate to differentiate student charges according to the level of instruction (lower-division, upper-division, graduate); unit operating costs; ability to pay and the extent to which program activities impinge on job and home responsibilities of potential students; and the benefits (both monetary and nonmonetary) that are likely to accrue to the student, his family, and to the society-at-large.

   Basing the amount of public subsidy for adult degree programs on such factors as the degree to which instruction is off-campus or scheduled primarily in the evening or on weekends, the part-time nature of the student enrollment, or whether the program is administered through continuing education is inequitable and tends to discourage institutions from embarking on flexible degree programs for adults.

3. The fact that some students currently enrolled in extended degree programs are assisted financially and otherwise by their employers does not argue for high tuition costs. It is unlikely that employer support will become common, but to the limited extent that the practice prevails, it may bring about higher tuition, and individuals without assistance from employers will be penalized. Moreover, despite the fact that many businesses organize in-house training programs for their employees, the practice is by no means universal. And even if it were, many employees might wish to expend their study time and effort in a college degree program. In many fields there are significant social benefits to be derived from public assistance for adult degree programs. Degree programs for law enforcement personnel, drug abuse counselors, teachers, and nurses are illustrative of occupations where significant improvements in education might not only enhance vocational/professional competencies and personal incomes, but add importantly to the quality of life generally.

STUDENT FINANCIAL AID

POLICY ISSUE

Are changes in existing student financial aid programs needed to ensure the equitable treatment of students in extended degree programs?

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4. The criteria traditionally used to determine financial aid based on need should be changed

to avoid arbitrary criteria such as age, previous year's earnings, and credit-hour load. Instead, other criteria should be used, such as educational costs, family living expenses, and whether the program takes students away from job and home responsibilities. As in the case of public subsidy arrangements for degree programs, the present system of student financial aid also is often inconsistent with the efficient delivery of quality educational services. Existing student aid arrangements tend to: encourage full-time, on-campus enrollment and thus magnify the cost of education to the individual and to society; inhibit "stopping out" of college for work, travel, or public service; and discriminate against those who are not "first-time" freshmen.

5. Consideration should be given to a voucher-type of system (for example, portable grants) of significantly expanded student financial aid for adult and part-time students. This would be in keeping with existing financing mechanisms for many such students--the GI Bill, GETA, LEEP, and similar categorical and employer-based educational plans.

START-UP AND PROGRAM DEVELOPMENT COSTS

POLICY ISSUE

In adapting content, delivery systems, and support services to the needs of adults, how should start-up and program development activities be financed?

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6. For several reasons, it is important that funds be especially appropriated for start-up and development of extended degree programs. First, adult learning needs are

often different from and more specific than the needs of youth. Second, the important areas of learning are quite changeable for adults over time. Third, a continuous, unending supply of adult students with similar learning needs is unlikely. Finally, in traditional programs faculty are expected to re-design programs as part of their regular responsibilities. This is not always the case in most extended degree efforts, where compensation is generally for specific purposes, such as instruction and student advisement, and not for program development.

7. Essentially the same criteria should be used in deciding whether to develop either an extended or new on-campus program--potential number of students, expected life of the program, and private and social benefits in relation to costs.

BUDGETING AND ADMINISTRATIVE CONTROL OF RESOURCES

POLICY ISSUE

Should extended degree programs be budgeted in the same way as traditional on-campus programs?

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8. Since the parameters of extended degree programs often differ significantly from those found in more traditional programs, new (or revised) budget allocation formulas--at state, system, and institutional levels--are often required to mount viable extended degree efforts that are consistent with the efficient use of resources. Many existing formulas used to budget in areas such as outreach and counseling, academic support (for example, library acquisitions), student services, and buildings and grounds have been developed for campus-based students. Unless elements in

the formulas are altered, programs may have a surplus of resources in some areas and shortages in others.

9. Because faculty and administrators are often not prepared to move aggressively into extended degree work, such programs should be budgeted separately to provide incentives for their participation.

ORGANIZATION AND COORDINATION

How Extended Degree Programs Should be Organized and Coordinated

FACTORS AFFECTING STRUCTURE

POLICY ISSUE

What factors should be considered when decisions are made regarding the organization and coordination of extended degree programs?

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1. Since there is no one best way for single institutions or systems to organize extended degree programs, decisionmakers should consider various local factors which will enable a program to achieve the objectives held for it, and most likely ensure its credibility from the outset, both within and outside the institution or system. It is dysfunctional to plan a structure that may appear to be sound theoretically if there are probable internal constraints that are likely to impair the program's viability.

2. Among the factors which may affect the organizational and administrative structure for the program are:

a) The nature of the proposed program--whether it is an extension of the traditional curriculum or an individualized approach.

b) The funding base--whether it must be self-supporting or whether institutional resources will be available.

c) The extent to which the program is intended to have an impact on existing programs and institutions.

d) The degree of program visibility desired in the light of local circumstances.

ORGANIZATIONAL OPTIONS FOR INDIVIDUAL INSTITUTIONS

POLICY ISSUE

How should extended degree programs be organized in individual institutions?

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3. Since new programs for new clientele must be coordinated it is important that some individual or unit within the institution be given responsibility for this directing and management function. In general, the following options are open to an institution:

   a) It can place the responsibility in its continuing education unit (division or college).

   b) It can designate another campus agency as the administrative home for the program. In this case, the designated agency may either be an existing academic unit (department or division) or a new administrative unit created to administer the extended degree program.

4. Individual institutions should be aware of the following advantages and disadvantages to placing responsibility for extended degree programs in continuing education units.

   a) Advantages:

      1) Such units generally have a high degree of marketing capability.

      2) They are oriented to serving adults.

      3) Since they are already engaged in continuing education activities, they can administer extended degree programs with less likelihood of duplication (internally and externally), and less additional administrative costs.

   b) Disadvantages:

      1) They may be perceived as not having the necessary academic prestige, especially within the institution, to give the program high credibility.

      2) They may, by institutional policy, be obligated or at least inclined to operate on a self-support basis and thus may tend to offer only those degree programs which have a high income-producing potential.

5. The decision as to whether an existing academic unit should be used as the administrative arm for the program depends primarily upon whether there is a unit sufficiently broad in scope to encompass the extended degree curriculum, and whether there is sufficient interest on the part of its staff to implement the program. The most obvious advantage of designating an existing academic unit is the credibility it will have with faculty. Thus, it will be more likely to elicit institutionwide cooperation. A potential disadvantage is that an existing unit

will reflect traditional academic conservatism.

6. A new unit may either be academic (for example, a new school or division) or primarily administrative in nature (for example, institute, council, etc.). A strong argument for creating a new unit of either type is that it can concentrate all of its energies on implementing the new program.

ORGANIZATIONAL OPTIONS FOR MULTI-CAMPUS SYSTEMS

POLICY ISSUE

How should extended degree programs be organized and administered in multi-campus systems of higher education?

---

7. Multi-campus systems of higher education have two major options for organizing extended degree programs:

   a) They can centralize responsibility by establishing a new campus to offer the program, or by designating an existing campus with systemwide responsibility.

   b) They can develop a coordinated, but primarily decentralized plan, relying heavily on the participation and initiation of individual campuses, within some overall systemwide policy.

   The bases for decision within a system are essentially the same as for individual institutions: In addition to considering the goals of the proposed program, a determination must be made as to whether the individual institutions are already meeting the new needs or whether they will or can respond to them, in view of additional costs and potential constraints. If there are doubts about the latter, the system is more likely to achieve the goals of its nontraditional program by centralizing responsibility.

8. Multi-campus systems which choose a decentralized organizational plan should consider the need for a strong coordinating mechanism at the systemwide level to provide leadership and direction to the system's extended degree efforts. A system which chooses this option should weigh the relative advantages and disadvantages of placing overall coordination (at the system level) of its extended degree program with the existing continuing education unit, or of creating a new administrative unit to coordinate the program. The relative strengths and weakness of either alternative are the same as for individual institutions (see #4, above).

9. A systemwide coordinating agency should decide what mechanisms and incentives should be provided to ensure the participation of system campuses and the development of cooperative efforts among campuses for jointly-sponsored, inter-campus degree programs. These mechanisms may include control over financial resources allocated to participating campuses for extended degree programs, and/or some overarching degree-granting authority for inter-campus degree programs.

10. Multi-campus systems should be aware of the following advantages and disadvantages of establishing separate institutions to offer extended degree programs.

    a) Advantages:

        1) New institutions are not hindered by the forces of traditionalism

and conservatism which characterize established institutions.

2) New institutions may recruit new personnel to accommodate program objectives and thus are more able to innovate.

3) New institutions may design their own administrative support services to facilitate program objectives. They are also more likely and more able to control resource allocations made in their behalf, as well as to establish a faculty reward system conducive to the success of their mission.

4) In certain situations, the existence of a separate institution may more likely exert change on other institutions because the new institution, being on the forefront of change, creates a tension between itself and the rest of the system. This situation has the potential for inducing other units in the system to follow an example.

b) Disadvantages:

1) New institutions tend to have difficulties in adequately defining and establishing role and status hierarchies for new types of personnel. This creates a strong pull toward traditionalism and toward standardization of the learning process.

2) Separate institutions tend to be viewed with suspicion and sometimes with envy by other institutions in the system, thus making it difficult for them to function effectively as members of the system. This may particularly affect their mandate to deliver services regionally over a state.

3) A counter-argument to #*a4*, above, is that new institutions, being somewhat removed from the rest of the system, are handicapped in exerting change within individual institutions through the process of infiltration. Which of the two arguments has the greater validity probably depends upon the rigidity of, and the constraints within, the system or institution in question.

11. Certain models for deliverying external degrees are more likely than others to depend upon separate structures for their success. This is especially true of the individualized approach (contract method, emphasis on credit for prior learning, etc.) which requires freedom to operate outside the influence of the traditional academic structure.

12. Multi-campus systems considering the establishment of a new institution for extended degree study should determine the feasibility of a noncampus-based institution. This institutional arrangement consisting of regionalized, geographically dispersed learning centers, units, or satellites is extremely flexible in serving students at convenient locations within the service area. Some prior consideration, however, should be given to the organizational problems involved in the coordination and administration of this regionalized set-up.

STATEWIDE RESPONSIBILITIES

POLICY ISSUE

What responsibilities do state agencies such as coordinating bodies, governmental units, and the legislature have for implementing and coordinating extended degree programs?

---

13. Because nontraditional programs are rapidly proliferating, they may in the future become competitive and duplicative. For these reasons, state coordinating agencies should have the same or greater concern for nontraditional programs as they do for traditional programs.

14. It is imperative that state coordinating bodies, as well as budget officers and other state officials, be fully oriented to the mission and goals of nontraditional programs. State agencies may not be familiar with the special needs, problems, and strengths of nontraditional programs.

    While the primary responsibility for orientation rests with those involved in the coordinating process, institutional and system representatives also have a responsibility for continuous interpretation to state bodies of their own goals and program outcomes. Mechanisms which aid the information flow include: obtaining a critical mass of students, computing traditional vs. nontraditional cost comparisons, and assessing student outcomes.

15. If fully oriented to the goals and needs of nontraditional programs, state coordinating agencies can greatly facilitate program operation, especially with respect to statewide regulations concerning budgeting, educational standards, and such matters as admissions and residency requirements.

    As extended degree programs increase both in number and importance, state agencies should be vitally concerned about articulation among these types of programs as well as among new and traditional programs. Concern should focus on such factors as the problem of transfer from one program to another and from one level to another, and on communication among institutions concerning credit for life/work experience, narrative transcripts, and similar issues.

16. Depending on the nature and legal responsibility of the state coordinating unit, it is incumbent on it to continuously assess the extent to which the educational needs of adults in the state are being met, and whether new and better ways of meeting such needs should be initiated. Several options are available to states wishing to ensure that the degree needs of adults are met:

    a) Create a new institution of the "open university" type.

    b) Attach new degree programs to existing coordinating bodies.

    c) Approve extended degree programs proposed by existing institutions or systems.

    d) Create a cooperative structure of existing institutions to provide nontraditional educational services and to facilitate the dissemination of information to institutions, employers, and potential students about the opportunities within the state for extended degree programs.

    e) Analyze and report on the community and statewide needs for various types of extended degree programs.

17. Coordinating agencies have a special responsibility for determining:

    a) Whether institutions or systems are responding with sufficient speed to adult needs and demands for degrees.

    b) Whether new extended degree programs are offered through authorized agencies, institutions, or systems, and if not, whether there is sufficient faculty expertise to mount viable programs.

c) Whether extended degree opportunites are sufficiently well-distributed over the state. Given the fact that most public institutions have their own "service areas," there may nevertheless be instances when an institution outside of that geographical area, which has developed a particular type of delivery system, can provide greater opportunities for adults.

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Appendixes

Appendix A

MAJOR INSTITUTIONAL AND PROGRAM REPRESENTATIVES TO THE STUDY

SUNY COLLEGE AT BROCKPORT: BACHELOR OF ARTS IN LIBERAL STUDIES PROGRAM (BA/LS)

Lynn Johnston
Director of Continuing Education

Janet Beck - BA/LS Program
Coordinator of Continuing Education

UNIVERSITY OF CALIFORNIA SYSTEM: EXTENDED UNIVERSITY (EU)

Durward Long
Vice President for Extended Academic and Public Service Programs

Patrick Healey
Academic Assistant to the Vice President

CALIFORNIA STATE UNIVERSITY AND COLLEGES SYSTEM: EXTERNAL DEGREE PROGRAM (EDP)

George McCabe
Director
Consortium of the California State University and Colleges

Ralph Mills
State University Dean, Continuing Education

CENTRAL MICHIGAN UNIVERSITY: INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT (IPCD)

John Yantis
Director

COMMUNITY COLLEGE OF VERMONT

Peter Smith
President

EMPIRE STATE COLLEGE

James Hall
President

Ernest Palola
Assistant Vice President
for Research and Evaluation

FLORIDA INTERNATIONAL UNIVERSITY: EXTERNAL DEGREE PROGRAM (EDP)

Jules Pagano
Dean
Office of Community Affairs
Division of Special Programs

Dabney Park, Jr. - EDP
Director

GODDARD COLLEGE: ADULT DEGREE PROGRAM (ADP)

John Turner - ADP
Dean

THE JOHNS HOPKINS UNIVERSITY: THE EVENING COLLEGE (EC)

Roman Verhaalen
Dean

Richard Robbins
Associate Dean

MIAMI-DADE COMMUNITY COLLEGE: LIFE LAB (LL)

McGregor Smith, Jr.
Director

Esther Colliflower
Coordinator

MINNESOTA METROPOLITAN STATE COLLEGE

David Sweet
President

James Deegan
Dean of Administrative
Services

UNIVERSITY OF THE STATE OF NEW YORK: REGENTS EXTERNAL DEGREE (REDP)

Donald Nolan
Director

UNIVERSITY OF NORTHERN COLORADO: CENTER FOR SPECIAL AND ADVANCED PROGRAM (CSAP)

Barbara Mickey
Associate Vice President
and Dean of Academic
Programs

Robert Singer - CSAP
Associate Dean and Director,
Center for Non-Traditional
and Outreach Education

UNIVERSITY OF OKLAHOMA: BACHELOR OF LIBERAL STUDIES PROGRAM (BLS)

Roy Troutt
Dean
College of Liberal Studies

ROOSEVELT UNIVERSITY: BACHELOR OF GENERAL STUDIES PROGRAM (BGS)

James Hall
Acting Dean
College of Continuing Education

SYRACUSE UNIVERSITY: INDEPENDENT STUDY DEGREE PROGRAMS (ISDP)

Frank Funk
Dean
University College

Ruth Christy Sisley - ISDP
Director

Appendix B

PARTICIPATING INSTITUTIONS IN STUDY OF EXTENDED DEGREE PROGRAMS
1973-74

State	System	Institution (Location)	Program
California	University of California	Systemwide	The Extended University EU
	California State University and Colleges System	Systemwide	External Degree Program EDP
Colorado		University of Northern Colorado (Greeley)	Center for Special and Advanced Programs CSAP
Florida	Florida State University System	Systemwide, administered by Florida International University (Miami)	External Degree Program EDP
	Miami-Dade Community College District	Downtown Campus (Miami)	Life Lab LL
Illinois	Private	Roosevelt University (Chicago)	Bachelor of General Studies BGS
Maryland	Private	The Johns Hopkins University (Baltimore)	The Evening College EC

PARTICIPATING INSTITUTIONS (continued)

State	System	Institution (Location)	Program
Michigan		Central Michigan University (Mt. Pleasant)	Institute for Personal and Career Development IPCD
Minnesota	Minnesota State College System	Minnesota Metropolitan State College (St. Paul) MMSC	
New York	State University of New York	College at Brockport	Bachelor of Arts in Liberal Studies BA/LS
		Empire State College ESC (Saratoga Springs) Regional Centers: Albany Genesse Valley (Rochester) Metropolitan (New York) Long Island	
	Regents of the University of the State of New York	Headquarters: Albany Regional Examination Centers	Regents External Degree REDP

State	System	Institution (Location)	Program
New York	Private	Syracuse University (Syracuse)	Bachelor of Liberal Studies/Independent Study Degree Programs ISDP
Oklahoma		University of Oklahoma (Norman)	Bachelor of Liberal *Studies* BLS
Vermont	Private	Goddard College (Plainfield)	Adult Degree Program ADP
	Vermont State College System	Community College of Vermont (Montpelier) CCV Regional Centers: Northeast Kingdom Southeastern Vermont Central Vermont	

Appendix C

SURVEY QUESTIONNAIRES

1. *STUDENT QUESTIONNAIRE*

Administered February 1974 to students enrolled in selected extended college or university programs in the following institutions:

Brockport, State University College of New York
Central Michigan University
Community College of Vermont
Florida International University
Goddard College
The Johns Hopkins University
Miami-Dade Community College
Minnesota Metropolitan State College
Oklahoma, University of
Roosevelt University
Syracuse University

2. *FACULTY AND STAFF QUESTIONNAIRE*

Different program-specific questionnaires were designed for the staff in each program, with some questions common to all questionnaires. In the following example, which was the questionnaire used at Central Michigan University, the items asked of staff in all programs are indicated by an asterisk.

Administered March 1974 to faculty and staff of programs in the above institutions, and to the programs offered by eight campuses of the California State University and Colleges System.

UNIVERSITY OF CALIFORNIA, BERKELEY

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CENTER FOR RESEARCH AND DEVELOPMENT
IN HIGHER EDUCATION

BERKELEY, CALIFORNIA 94720

TO Students Enrolled in Selected Extended College or University Programs
FROM Leland L. Medsker, Director, Nontraditional Education Project

A word of introduction and explanation. The Center for Research and Development in Higher Education at Berkeley, with support from the National Science Foundation, is conducting a study of nontraditional programs in some twenty selected colleges and universities in the United States. In essence, we are doing a series of case studies based on information gathered from visits to the institutions chosen; interviews with their faculty, students, and administrators; examination of materials pertaining to their program; and opinion surveys of the individuals involved, most importantly students. Our goal is to collect information which will assist colleges and universities in determining how best to organize and administer programs like the one you are in, for students of varying ages in the future.

The institution in which you are currently enrolled is cooperating with us in the study. During our first visit last fall, we interviewed several students at random. Now we need some information and opinions from all of you who are in the program, and are hoping that you will be willing and able to respond to the items in this questionnaire as promptly as possible.

Because this survey was designed for students in a variety of special programs with many different features, the questions could not be as specifically addressed to your program as would be ideal. However, you will have an opportunity at the end of the questionnaire to be quite specific in responding to an open-ended question.

There are no right or wrong answers. We are particularly interested in your considered responses to those questions which ask for opinions and judgment about your experience with the program. And the information you give about your personal background will help us both to analyze the returns and describe the students who participate in the types of programs under study.

We want to stress that your individual responses will remain anonymous; we are not asking for your name or address. The number stamped on your questionnaire identifies your program, not you personally.

Thank you in advance for your cooperation. In completing the questionnaire, you will be contributing to a study which numerous leaders in higher education agree is an exceedingly significant one at this time when so many colleges, universities, and state systems of higher education are making decisions about how they can best serve a new student clientele. Thus, your cooperation will be helpful not only to your own institution and to those of us doing the research, but also to an untold number of individuals who may wish to have new educational opportunities made available to them.

Please return the completed questionnaire in the enclosed envelope. And please forgive us for repeating our hope that you will respond immediately so that your contribution can be included in our analysis.

INSTRUCTIONS Check only one response unless the question itself contains other instructions

I STATUS IN PROGRAM

Q1 What is your present status in the program?

1 ____ New student (within last 6 months)
2 ____ Continuing
3 ____ Inactive
4 ____ Graduated

Q2 When did you first enroll in the program?

1 ____ 1974
2 ____ 1973
3 ____ 1972
4 ____ 1971
5 ____ 1970
6 ____ 1969
7 ____ 1968
8 ____ Before 1968

Q3 How continuous has been your active involvement in the program? If graduated, answer for the time you were in the program

1 ____ Continuous study since I first enrolled (*SKIP TO Q4.*)
2 ____ Officially or unofficially discontinued my studies at some time and then returned
3 ____ Currently inactive

a If you discontinued your studies Were any of the following reasons involved? (Check yes or no for each)

Yes 1	No 2	
____	____	Dissatisfied with faculty
____	____	Dissatisfied with curriculum
____	____	Had to move
____	____	Job responsibilities conflicted
____	____	Family problems or conflicts
____	____	Health problems (mine or in family)
____	____	Financial difficulties
____	____	Other, specify ____________

Q4 Are you enrolled full time or part time?

1 ____ Full time
2 ____ Part time
3 ____ I am enrolled, but no distinction is made in the program between full time and part time
4 ____ I am not now enrolled

Q5 Do you have a primary area of study in this program (for example, concentration, major, specialty option)?

1 ____ Yes
2 ____ No (*SKIP TO Q6.*)

a If yes What is your major area of study?

____

Q6 Please check below

A) The degree you are currently pursuing in the program

B) The highest degree you plan to obtain after completion of the program

A) Degree pursued in program	B) Ultimate degree plans	
1 ____	1 ____	None
2 ____	2 ____	Associate
3 ____	3 ____	Bachelor's
4 ____	4 ____	Master's
5 ____	5 ____	Doctoral (PhD, EdD)
6 ____	6 ____	Professional (MD, LLB, JD)
7 ____	7 ____	Other, specify ____________

II GENERAL BACKGROUND

Q7 What is your sex?

1 ____ Male
2 ____ Female

Q8 What is your age?

1 ____ 19 or younger
2 ____ 20-24
3 ____ 25-29
4 ____ 30-34
5 ____ 35-39
6 ____ 40-49
7 ____ 50-64
8 ____ 65 or older

Q9 What is your marital status?

1 ____ Single
2 ____ Married
3 ____ Divorced or separated
4 ____ Widowed

Q10 Do you have children living at home with you?

1 ____ Yes
2 ____ No (*SKIP TO Q11.*)

a. If yes In which of the following age categories are they? (Check yes or no for each)

Yes 1	No 2	
____	____	Age 5 and under
____	____	Age 6-12
____	____	Age 13-17
____	____	Age 18 or over

Q11. What is your racial or ethnic background?

1 ____ American Indian/Native American/Amerindian
2 ____ Black/Negro/Afro-American
3 ____ Chicano/Latin American/Spanish surname
4 ____ Oriental/Asian American
5 ____ White/Caucasian
6 ____ Other, specify ____________

Q12 **What is the highest level of formal education obtained by your parents, and if married, by your spouse? (Check one in each column)**

	Father	*Mother*	*Spouse*	
1	____	____	____	Elementary school or less
2	____	____	____	Some high school
3	____	____	____	High school diploma
4	____	____	____	Postsecondary school (except college)
5	____	____	____	Some college
6	____	____	____	Bachelor's degree
7	____	____	____	Some graduate school
8	____	____	____	Graduate degree
9	____	____	____	Don't know
0			____	Does not apply (not married)

III. CURRENT EMPLOYMENT

Q13. **Are you presently employed?**

1 ____ Yes
2 ____ No *(SKIP TO Q13b.)*

a. **If employed. How many hours per week are you employed? If you have more than one job, include total number of hours for all employment.**

____ Hours per week *(SKIP TO Q14.)*

b. **If not employed. For each of the following, check yes if it applies to you or no if it does not.**

Yes 1	*No* 2	
____	____	Looking for work or on layoff
____	____	Housewife
____	____	Retired
____	____	Student
____	____	Other, specify ____________

IF YOU HAVE NEVER BEEN EMPLOYED, CHECK HERE ____ AND SKIP TO QUESTION 16.

Q14. **What is your principal occupation? If not presently employed, answer for your most recent job. Please state your job title (e.g., licensed practical nurse, purchasing agent), and give as clear a description as possible of the kind of work you do.**

Job title ____________
Description ____________
____

Q15. **Who is your present (or most recent) employer?**

1 ____ Defense Department
2 ____ Other government agency (federal, state, or local)
3 ____ Private employer
4 ____ Self-employed
5 ____ Other, specify ____________

Q16. **Have you ever served on active duty in the U.S. Armed Forces?**

1 ____ Yes, I am serving now
2 ____ Yes, but am not serving now *(SKIP TO Q17.)*
3 ____ No *(SKIP TO Q17.)*

a. **If you are serving now. What is your rank?**

1 ____ Enlisted person
2 ____ Non-commissioned officer
3 ____ Commissioned officer

Q17. **What was your total income last year from all sources before taxes? Do not count your parents' income, but if married, do include your spouse's income.**

0 ____ None
1 ____ Under $3,000
2 ____ $3,000-$4,999
3 ____ $5,000-$6,999
4 ____ $7,000-$8,999
5 ____ $9,000-$11,999
6 ____ $12,000-$14,999
7 ____ $15,000-$19,999
8 ____ $20,000-$29,999
9 ____ $30,000 or more

Q18. **Are you financially independent of your parents?**

1 ____ Yes
2 ____ No

IV. EDUCATIONAL BACKGROUND

Q19. **Between the time you left high school, and the time you enrolled in this program, did you continue your education in some way, either for credit or not for credit, at any of the following institutions or agencies? (Check yes or no for each)**

IF DURING THAT TIME YOU HAD NO FORMAL OR INFORMAL EDUCATION OF THE KIND LISTED BELOW, CHECK HERE ____ AND SKIP TO Q21. (52)

Yes 1	*No* 2	
____	____	Public high school, day or evening
____	____	Public two-year college, technical institute, or vocational school
____	____	Private vocational, trade or business school
____	____	Four-year college or university
____	____	Graduate school
____	____	Business or industrial site, employer
____	____	Community or social organization (YMCA, library, museum, etc.)
____	____	Correspondence school
____	____	Military service
____	____	Government agency, other than military (federal, state, or local)
____	____	Other, specify ____________

Q20. After you left high school and before you entered this program, in how many different institutions were you actually enrolled for credit?

1 _____ None or only non-credit study
2 _____ One
3 _____ Two
4 _____ Three
5 _____ Four
6 _____ Five
7 _____ Six
8 _____ More than six

Q21 Before you entered this program, when did you last study for credit (for example, in high school, vocational-technical school, correspondence courses, college, or university)?

1 _____ Within past year
2 _____ Between 1-5 years
3 _____ Between 6-10 years
4 _____ Between 11-20 years
5 _____ More than 20 years before

Q22 What is the highest degree or certificate that you have attained?

1 _____ No high school diploma
2 _____ High school or high school equivalency diploma
3 _____ Certificate or diploma requiring one or two years of postsecondary training (e.g., hospital, trade)
4 _____ Associate degree
5 _____ Bachelor's degree
6 _____ Master's degree
7 _____ Doctoral or professional degree (PhD, MD, LLB, etc.)
8 _____ Other, specify_____________________________

V_ATTRACTION TO PROGRAM

Q23 How did you find out about this program? (Check yes or no for each)

Yes 1	*No* 2	
_____	_____	A student who was enrolled in the program
_____	_____	A staff member of the program
_____	_____	Articles about program in the media (newspaper, TV, radio)
_____	_____	Advertisements in the media
_____	_____	Official pamphlets, bulletins
_____	_____	A high school teacher or counselor
_____	_____	An instructor or counselor at some other college or school
_____	_____	An employer or employment agency
_____	_____	A friend or member of my family
_____	_____	An education or training office or VA office
_____	_____	Other, specify

Q24 How important was each of the following in attracting you to this program?

Very important 1	*Somewhat important* 2	*Not important* 3	*Not applicable* 4	
_____	_____	_____	_____	(1) Opportunity to earn credit for prior life/work experiences
_____	_____	_____	_____	(2) The good reputation of the program
_____	_____	_____	_____	(3) The low tuition (cost)
_____	_____	_____	_____	(4) Availability of financial support
_____	_____	_____	_____	(5) Special areas of study offered
_____	_____	_____	_____	(6) The individualized approach
_____	_____	_____	_____	(7) The independence allowed
_____	_____	_____	_____	(8) Flexibility of the program (scheduling, location, self-pacing)
_____	_____	_____	_____	(9) Opportunity for part-time study
_____	_____	_____	_____	(10) It was only program available to me
_____	_____	_____	_____	(11) My employer wanted me to go
_____	_____	_____	_____	(12) My family wanted me to go
_____	_____	_____	_____	(13) The chance to obtain a degree in a short period of time
_____	_____	_____	_____	(14) Thought it was an easy way to get a degree
_____	_____	_____	_____	(15) Had friends in the program
_____	_____	_____	_____	(16) It sounded new and interesting

Q25 Of the reasons checked above, circle the matching number of the one that was most important to you.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Q26 Before deciding to enroll in this program, did you consider enrolling in a traditional program?

1 _____ Yes
2 _____ No

VI PROGRAM FEATURES

Q27 How important was each of the following educational objectives in influencing your decision to enroll in this program?

Very important 1	*Somewhat important* 2	*Not at all important* 3	
____	____	____	(1) To develop a new career
____	____	____	(2) To acquire specific skills that will be useful on a job
____	____	____	(3) To increase my appreciation of art, music, literature, and other cultural expressions
____	____	____	(4) To develop an understanding and appreciation of science and technology
____	____	____	(5) To satisfy degree requirement for a job
____	____	____	(6) To meet academic requirements necessary to enter a profession and/or graduate school
____	____	____	(7) To improve my chances of increasing my income
____	____	____	(8) To become involved in social and political concerns
____	____	____	(9) To satisfy my personal desire to have a college education
____	____	____	(10) To attain greater personal enrichment and development

Q28 Of the reasons checked above, circle the matching number of the one that was most important to you

1 2 3 4 5 6 7 8 9 10

Q29 To what extent has the program met the objective most important to you?

1 ____ Completely
2 ____ Somewhat
3 ____ Not at all
4 ____ Too new in program to respond

Q30 Aside from attending seminars or classes, do you generally study on a regular basis from week to week?

1 ____ Yes
2 ____ No *(SKIP TO Q31.)*

a. **If yes. Approximately how many hours per week do you spend on your studies?**

1 ____ 0-4 hours
2 ____ 5-9 hours
3 ____ 10-14 hours
4 ____ 15-19 hours
5 ____ 20-29 hours
6 ____ 30-39 hours
7 ____ 40 hours or more

Q31 Are there disciplines or fields of study not in the program that you would like?

1 ____ Yes
2 ____ No *(SKIP TO Q32.)*

a. **If yes. Which ones in particular? (Check yes or no for each one)**

Yes 1	*No* 2	
____	____	Mathematics
____	____	Foreign Language
____	____	Composition
____	____	Natural Science
____	____	Laboratory Science, specify science area ____________
____	____	Education
____	____	Business and Management
____	____	Other, specify ____________

Q32. In general, what have been your experiences with the following aspects of the program so far? (Check one rating for each item)

a. My studies have been

1 ____ Extremely interesting
2 ____ Interesting
3 ____ Dull

b. The load of work in my studies has been

1 ____ Heavy
2 ____ Moderate
3 ____ Light

c. The studies I have pursued have been

1 ____ Very difficult
2 ____ Fairly difficult
3 ____ Not particularly easy or difficult
4 ____ Fairly easy
5 ____ Very easy

d. The quality of instruction has been

1 ____ Excellent
2 ____ Good
3 ____ Fair
4 ____ Poor

e. The other students in the program have been

1 ____ Bright
2 ____ Average
3 ____ Not very bright
4 ____ No contact with other students

f. The administrative staff of the program has been

1 ____ Efficient and responsive to student needs
2 ____ Adequate
3 ____ Inadequate

Q33 In comparison with other formal educational experiences you have had, what is your overall rating of this program?

1 _____ Superior
2 _____ Above average
3 _____ Average
4 _____ Below average

Q34 Listed below are various instructional modes you may have experienced while enrolled in this program. Please indicate your satisfaction with each, or if you have not had the experience, check whether you wanted it or not.

Have had and		*Have not had*		
Am satisfied 1	*Am not satisfied* 2	*And wanted* 3	*And did not want* 4	
_____	_____	_____	_____	(1) Small classes with instructor-led discussions
_____	_____	_____	_____	(2) Lecture classes
_____	_____	_____	_____	(3) Classes at another college while in the program
_____	_____	_____	_____	(4) Independent study or tutorial
_____	_____	_____	_____	(5) Seminars, student-led discussion groups
_____	_____	_____	_____	(6) Programmed instruction, learning modules
_____	_____	_____	_____	(7) Films
_____	_____	_____	_____	(8) Video or audio cassettes, records, or other media
_____	_____	_____	_____	(9) Course of study involving community experiences, internships
_____	_____	_____	_____	(10) Laboratory courses
_____	_____	_____	_____	(11) Correspondence courses

Q35 Which of the above has been the major form of instruction you have had so far in the program? (Circle the matching number)

1 2 3 4 5 6 7 8 9 10 11

Q36 Which has been most satisfying to you? (Circle the matching number from Q34.)

1 2 3 4 5 6 7 8 9 10 11

QUESTIONS 37, 38 and 39 One feature of some college degree programs is the opportunity for a student to earn credit or other formal academic recognition toward a degree for various kinds of learning experiences.

In responding to the following three questions, try to answer part b of each question as best you can, using the terminology of your own program to explain fully the amount of recognition granted—for example, the actual number of semester hours, the proportion of work in an area study, or the completion or partial completion of a competency or skill area.

Q37. Have you applied for transfer of credit of your previous academic experience?

1 _____ Yes
2 _____ No, but I plan to *(SKIP TO Q38.)*
3 _____ No *(SKIP TO Q38.)*
4 _____ Not possible in my program *(SKIP TO Q38.)*

a. If yes: The amount of credit or other recognition granted was

1 _____ More than I expected
2 _____ Exactly what I expected
3 _____ Less than I expected
4 _____ I don't know yet

b. How much credit or other recognition were you granted?

____

____

Q38. Have you applied for formal academic recognition of life/work experience?

1 _____ Yes
2 _____ No, but I plan to *(SKIP TO Q39.)*
3 _____ No *(SKIP TO Q39.)*
4 _____ Not possible in my program *(SKIP TO Q39.)*

a. If yes: The amount of credit or other recognition granted was

1 _____ More than I expected
2 _____ Exactly what I expected
3 _____ Less than I expected
4 _____ I don't know yet

b. How much credit or other recognition were you granted?

____

____

Q39 **Have you taken standarized examinations like CLEP for credit?**

1_____ Yes
2_____ No *(SKIP TO Q40.)*
3_____ Not possible in my program *(SKIP TO Q40.)*

a. **If yes: How much credit or other recognition were you granted?**

____

____

Q40 **Listed below are some other ways college programs may meet the needs of their students. For each feature, indicate the extent to which your program has met your needs.**

Much 1	*Some* 2	*Not at all* 3	*Did not need* 4	
				Convenient location for classes or seminars
				Availability of academic counseling
				Availability of personal counseling
				Availability of vocational counseling
				Flexible scheduling (classes or other learning experiences)
				Assistance in designing my own program
				Personal encouragement by faculty
				Flexibility in curriculum
				Orientation program to prepare me for study
				Availability of library resources
				Interaction with other students
				Financial aid from program
				Availability of faculty
				Total independence in selecting my own topics of study

Q41. **Which of the following have you experienced while enrolled in this program? (Check yes or no for each item)**

Yes 1	*No* 2	
		Had difficulty getting used to studying again
		Found my work experience helped me to be a better student
		Had difficulty fitting my studies or courses into my schedule
		Had no quiet place to study
		Developed an interest in doing post graduate work
		Found that my life was changed drastically
		Had difficulty meeting payments for tuition or other expenses
		Had difficulty completing some of my studies
		Had difficulty adjusting to the modes of instruction
		Felt I was placed too much on my own
		Had trouble getting started
		Had to wait too long between applying and actually beginning my studies
		Had difficulty getting books and other materials
		Developed problems with my family
		Found my career plans changing
		Worked closely with the faculty

Q42 **How are you financing your expenses (tuition, fees, etc.) in the program? (Check yes or no for each item)**

Yes 1	*No* 2	
		(1) Earnings from own work
		(2) Earnings of spouse
		(3) Savings
		(4) Income from parents or relatives
		(5) GI benefits from military service
		(6) Other government agency support
		(7) Private employer support
		(8) Scholarships or grants (EOG, LEEP, etc.)
		(9) State or federal loan program (NDSL, NYHEAC, etc.)
		(10) Bank loans
		(11) Other, specify

Q43 **Which one of the above is the major source of financing? (Circle the matching number)**

1 2 3 4 5 6 7 8 9 10 11

Q44. **Does your employer give you time off to attend classes, seminars, or other program activities?**

1 _____ Yes, with pay
2 _____ Yes, without pay
3 _____ No
4 _____ Not employed

Q45. **Apart from the payment of tuition or fees, does participation in the program require any additional expense? (Check yes or no for each item)**

Yes 1	*No* 2	
_____	_____	Loss of overtime pay
_____	_____	Stopped working or work less time
_____	_____	Cost of babysitters or other help
_____	_____	Cost of books and materials
_____	_____	Travel
_____	_____	Food or lodging away from home
_____	_____	Other, specify_______________

VII. PERSONAL TRAITS

Q46. **Rate yourself on each of the following traits when compared with the average person of your own age. We are interested in the most accurate estimates of how you see yourself.**

Highest 10% 1	*Above average* 2	*Average* 3	*Below average* 4	*Lowest 10%* 5	
_____	_____	_____	_____	_____	Academic ability
_____	_____	_____	_____	_____	Drive to achieve
_____	_____	_____	_____	_____	Independence
_____	_____	_____	_____	_____	Interpersonal skills
_____	_____	_____	_____	_____	Leadership ability
_____	_____	_____	_____	_____	Mathematical ability
_____	_____	_____	_____	_____	Persistence
_____	_____	_____	_____	_____	Self-confidence
_____	_____	_____	_____	_____	Self-motivation
_____	_____	_____	_____	_____	Writing ability

VIII. PERSONAL COMMENTS

Q47. **Finally, we invite you to use the space below (or any additional pages you wish to add) to comment generally on your experiences in the program, especially your assessment of the advantages and disadvantages of its special or unique features. For example:**

Development and completion of a learning contract
Use of faculty advisers and community faculty
Procedures for evaluation of life/work experiences
Short-term campus residence seminars
Pro-seminars
Short, intensive lecture-classes
Admission, orientation, and counseling procedures

Thank you for your cooperation.

DEGREE PROGRAMS

INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT

Central Michigan University

FACULTY AND STAFF QUESTIONNAIRE

Nontraditional Education Project

Center for Research and Development in Higher Education
University of California
2150 Shattuck Avenue
Berkeley, California 94704
March 1974

UNIVERSITY OF CALIFORNIA, BERKELEY

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CENTER FOR RESEARCH AND DEVELOPMENT
IN HIGHER EDUCATION

BERKELEY, CALIFORNIA 94720

MEMORANDUM

TO: Faculty and Staff in the Central Michigan University IPCD Program

FROM: Leland L. Medsker, Director, Nontraditional Education Project

As several of you already know, the Center for Research and Development in Higher Education at Berkeley, with support from the National Science Foundation, is conducting a study of nontraditional programs in some 20 selected colleges and universities in the United States. In essence, we are doing a series of case studies based on information gathered from visits to the institutions chosen; interviews with their faculty, students, and administrators; examination of materials pertaining to their program; and opinion surveys of the individuals involved, including faculty. Our goal is to collect information which will assist colleges and universities in determining how best to organize and administer programs like the one in which you are involved.

Central Michigan University is cooperating with us in an examination of its Institute for Personal and Career Development. During our first visit in October we interviewed several faculty members. Now we should like to obtain some information from all of you who are involved in the program and are hoping that you will be willing to respond to the items in this questionnaire as promptly as possible.

We want to stress that your responses will be held in complete confidence. The sealed envelope in which you return the questionnaire to the IPCD office will be sent unopened directly to us and, as you will note, you are not identified either on the envelope or the instrument.

Thank you in advance for your cooperation. In completing the questionnaire you will be contributing to a study which numerous leaders in higher education agree is an exceedingly significant one at this time when so many colleges, universities, and state systems are making decisions about how they can best serve a new clientele.

INSTRUCTIONS: Indicate your answers by circling the number next to the statement that best answers the question. In all cases circle only ONE number unless the question itself contains other instructions.

I. BACKGROUND

* 1. What is your present position in the Institute for Personal and Career Development (IPCD) program?

Administrator................ .. 1
Instructor/faculty member..... 2
Counselor...................... 3
Member of the developmental experience team............ 4
Other, please specify:
____________________________ 5

* 2. How long have you been associated with the IPCD program?

Less than 6 months............. 1
6 months to 11 months.......... 2
1 year......................... 3
2 years or more................ 4

* 3. In addition to the work you do in the IPCD, are you employed elsewhere?

	Yes	No
Teaching at Central Michigan University in another academic unit or program *(SKIP TO 4)*	1	2
Teaching at another college or university......	1	2
Other employment..............................	1	2
This is my only employment *(SKIP TO 5)*.........	1	2

a. If employed outside Central Michigan University, please describe:

Occupation________________________________

Job title________________________________

Employer________________________________

and/or

Academic department, school________________________

Rank or position______________________________

College or university__________________________

* 4. In what department, school, etc., at Central Michigan University do you have an appointment?

____

5. In which of the IPCD programs are you counseling or instructing?

Program: 1.____________________ City or base:____________________

2.____________________ ____________________

3.____________________ ____________________

6. Are you instructing at the undergraduate or graduate level in IPCD?

Undergraduate level......... 1
Graduate level.............. 2
Both........................ 3
Not applicable.............. 4

7. Are you currently or have you been a member of the Academic Council of the Institute?

Yes........... 1
No............ 2

* 8. Exclusive of your participation in this program, how many years of teaching experience have you had in the following types of institutions? *Place one check in the appropriate column for __each__ type of institution.*

	None	1 year	2-4 years	5-10 years	11-20 years	Over 20 years
Four-year college or university...............	____	____	____	____	____	____
Community college.......	____	____	____	____	____	____
Elementary or secondary school..................	____	____	____	____	____	____
Business, industry, or community agency........	____	____	____	____	____	____
Other, please specify: __________________ ..	____	____	____	____	____	____

* 9. Exclusive of your participation in this program, have you ever participated as a faculty or staff member in the following educational activities or programs?

	Yes	No
Extension or continuing education programs at the college level..	1	2
Evening or adult education programs at the secondary level..	1	2
Innovative or experimental programs for undergraduates.....	1	2
Development of special learning materials (programmed texts, curriculum packages, media, etc.)..................	1	2
Noncredit courses at educational centers, training programs, or workshops.......................................	1	2

* 10. How important was each of the following factors in your decision to participate in the IPCD program?

	Very important	Somewhat important	Not important
General reputation of the program..............	1	2	3
Previous experience with this type of program..	1	2	3
Chance to participate in a new venture..........	1	2	3
Salary or other compensatory arrangements......	1	2	3
Curricular focus (e.g., interdisciplinary study, etc.).................................	1	2	3
Academic quality of students in the program....	1	2	3
Nature of the academic program (flexible location, scheduling, mode of instruction,etc.)	1	2	3
Chance to work with adult students.............	1	2	3
Status or prestige of being affiliated with a university.................................	1		3
Opportunity to work with students who are practicing professionals in my field...........	1	2	3

Other, please specify:____________________________________

II. PROGRAM FEATURES

* 11. On each of the following instructional features, how does the IPCD program compare with regular college or university programs?

If you feel you have not had enough experience with the instructional program to respond to this question, please check here ____ and skip to 12.

	More in IPCD	Same	Less in IPCD
Level of difficulty or rigor.....................	1	2	3
Faculty workload................................	1	2	3
Student workload................................	1	2	3
Rigor with which students are evaluated.........	1	2	3
Opportunity afforded students for subject area concentration..............................	1	2	3
Quantity of paperwork for faculty or staff......	1	2	3
Amount of reading expected of students..........	1	2	3
Amount of writing expected of students..........	1	2	3
Amount of oral presentation expected of students	1	2	3
Amount of library work expected of students.....	1	2	3

12. Following are possible problems that could be encountered in nontraditional programs located off-campus. To the best of your knowledge, please indicate how serious a problem each of these might be in the IPCD program.

	Not a problem	Somewhat of a problem	A serious problem
Provisions and arrangements for advising and counseling students.......................	1	2	3
Access of faculty and students to one another outside of classroom.................	1	2	3
Access of IPCD students to one another outside of classroom.........................	1	2	3
Conflicting demands on faculty time..........	1	2	3
General coordination and administration of the program...............................	1	2	3
Availability of support services (duplicating, secretarial help, etc.)........	1	2	3
Quality of courses taught in the program compared with regular courses................	1	2	3
Ease with which faculty or counselors can get to instructional locations...............	1	2	3
Availability of facilities for instruction (classrooms, seminar rooms, etc.)............	1	2	3
Assessment of developmental experiences......	1	2	3
Adequacy of library and other learning facilities at area locations.................	1	2	3
Selection of qualified instructors/ counselors..................................	1	2	3
Academic control over the program............	1	2	3

Other, please specify:____________________________________

13. In your opinion, how effective has the Academic Council of the Institute been in overall policymaking for the IPCD program?

Very effective................. 1
Effective...................... 2
Not very effective............. 3
Not effective at all........... 4
No opinion..................... 5

14. Please indicate how much you agree or disagree with each of the following statements about the IPCD program. *Place one check in the appropriate column for each statement.*

	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Undecided 5
* Most of my colleagues would like to participate in the IPCD program	___	___	___	___	___
Participation in the IPCD program should be considered an in-load activity	___	___	___	___	___
The workload in this program makes it difficult for me to find time for research or other professional activities	___	___	___	___	___
Courses in the IPCD program try to cover too much in the time available	___	___	___	___	___
Too much emphasis has been placed on graduate studies in the IPCD and not enough on undergraduate programs	___	___	___	___	___
Self-instructional materials (cassettes, etc.) could be easily adapted for use in the IPCD program	___	___	___	___	___
Only Central Michigan faculty should be used as counselors in the IPCD program	___	___	___	___	___
Too much of the IPCD program is located outside the state of Michigan	___	___	___	___	___
IPCD should employ more "local faculty" from areas in which instructional centers are located	___	___	___	___	___
The IPCD program is not reaching the students it was originally designed to reach	___	___	___	___	___
Too much of the IPCD program has been directed to select audiences	___	___	___	___	___
* The IPCD program provides an education for its students that they would not otherwise be able to receive	___	___	___	___	___
* Too much of my contact with students involves procedural and administrative concerns, rather than intellectual, educational matters	___	___	___	___	___

15. In your opinion, will students who complete your courses be prepared to enter advanced courses in your discipline?

Yes.............. 1
No............... 2
Don't know....... 3

16. Do you think that the methodology used in the IPCD program could be extended to any other graduate degree programs?

Yes.................... 1
No *(SKIP TO 17)*........ 2

a. If yes, do the following degree programs lend themselves to this methodology?

	Yes	No
Education....................	1	2
Engineering..................	1	2
Business Administration......	1	2
Criminal Justice.............	1	2
Social Science disciplines...	1	2
Humanities disciplines.......	1	2
Natural Science disciplines..	1	2
Other, please specify:		

____

b. Should such degrees be offered by a vehicle such as the Institute?

Yes........... 1
No............ 2

17. Do you think that the methodology used in the IPCD programs is appropriate for undergraduate degree programs?

Yes........... 1
No............ 2

18. In general, how satisfied are you with the following aspects of your involvement in the program? *Place one check in the appropriate column for each aspect.*

	Very satis-fied 1	Satis-fied 2	Not satis-fied 3	Not applic-able 4
Workload............................	___	___	___	___
Involvement in decisions about curriculum and degree requirements.....	___	___	___	___
Involvement in other administrative decisions (admissions, planning, etc.).	___	___	___	___
Salary or other compensation...........	___	___	___	___

* 19. In your opinion, is the IPCD program meeting the educational counseling needs of students?

Yes................ 1
No.................. 2
Don't know......... 3

* 20. Do you think any of the following provisions might improve the educational counseling services of the program?

	Yes	No
A better orientation program for students at the beginning of their studies..............................	1	2
A program to train academic staff in educational counseling and design of students' programs..............	1	2
Reduction of the present workload of academic staff in the program to allow staff to do more educational counseling..	1	2
More educational counseling done by the administrative staff of the program................................	1	2

Other, please specify: ______________________________

* 21. Below is a list of criteria which may be used in granting credit for developmental experience. Please indicate with a check how important each criterion should be in assessing developmental experience.

	Very important 1	Somewhat important 2	Not important 3
(1) Applicability of developmental experience to student's current educational objectives...............	___	___	___
(2) Ability of student to document learning derived from developmental experience..........................	___	___	___
(3) Age of student......................	___	___	___
(4) Occupational status of student.......	___	___	___
(5) Activity related to an occupation....	___	___	___
(6) Activity not related to an occupation (volunteer and community work, hobby, etc.)...............................	___	___	___
(7) Quality of activity (level of competence, responsibility, etc.)....	___	___	___

(8) Other, please specify: ______________________________

22. Have you ever been involved in assessing a student's developmental experience for credit?

Yes...................... 1
No *(SKIP TO 23)*.......... 2

a. If yes, which one of the criteria listed above has had the greatest priority for you in your assessment of credit for developmental experience? *Please circle the matching number.*

1 2 3 4 5 6 7 8

III. STUDENTS

* 23. From your own experience with IPCD students, how do they compare with other college or university students on each of the following characteristics?

	IPCD students are higher	IPCD students are about the same	IPCD students are lower
Academic ability	1	2	3
Drive to achieve	1	2	3
Independence	1	2	3
Interpersonal skills	1	2	3
Leadership ability	1	2	3
Mathematical ability	1	2	3
Persistence	1	2	3
Self-confidence	1	2	3
Self-motivation	1	2	3
Writing ability	1	2	3

* 24. From your own experience with IPCD students, how frequently does each of the following problems occur?

	Frequently occurs	Sometimes occurs	Hardly ever occurs
Anxiety about what is expected of them	1	2	3
Trouble improving weak skills or filling in deficiencies	1	2	3
Interference from home and job responsibilities	1	2	3
Inadequate study habits	1	2	3
Trouble finding a place to study	1	2	3
Not having anyone to talk to about their studies	1	2	3
Reluctance to consult with faculty/counselor	1	2	3
Loss of motivation or drive before the end of the area study	1	2	3
Deficiency in reading skills	1	2	3
Deficiency in verbal skills	1	2	3
Difficulty in adjusting to the program	1	2	3
Too much dependence on faculty/counselor	1	2	3

Other, please describe: ____________________

IV. FACULTY/STAFF ACTIVITIES

* 25. On the average, how many students do you have in each of your IPCD courses?

Number of students........... ____

* 26. How many courses have you taught in the last six months?

Number of courses............ ____

27. How many IPCD students are you presently responsible for counseling?

Number of students..............______
____ Not applicable

* 28. Excluding classes, how often were you in contact, on the average, with an IPCD student during the last six months? *Place one check in the appropriate column for each type of contact.*

	More often than once a week 1	About once a week 2	About once every 2 weeks 3	About once a month 4	Less often than once a month 5
Face-to-face meetings	___	___	___	___	___
Telephone conversations	___	___	___	___	___
Correspondence	___	___	___	___	___
Other, please specify: ____________________	___	___	___	___	___

* 29. Excluding classes, how do you feel about the amount of contact you have with your IPCD students?

I am satisfied with the amount of contact I have with my students...1
I would like to have more frequent contact with my students.........2
I would like to have less frequent contact with my students.........3

* 30. During the last six months, how much time per week, on the average, did you spend on IPCD and IPCD-related activities? *Please exclude the time spent in teaching at IPCD sites.*

Average number of hours per week on IPCD_____

a. What percentage of the above time have you spent on each of the following IPCD activities? *Place a zero (0) next to the activities on which you spend no time. Please be sure that the total of time spent adds to 100%.*

(1) Student contact (counseling in person, communicating with IPCD students via telephone, correspondence, etc.)... ___%

(2) Assessment and student evaluation (reviewing student folders for assessment of developmental experiences, reading student reports, grading papers, etc.)............ ___%

(3) Program and curriculum development (devising program procedures, preparing lesson guides and learning materials, etc.).. ___%

(4) Miscellaneous program-related work (committee work, general clerical functions, etc.)......................... ___%

(5) Other, please specify:______________________________
____ ___%

______
100%

V. IMPACT

* 31. For each of the following interests and attitudes, what changes do you recognize in yourself as a result of your participation in this program?

	Changes since beginning my participation in this program:			
	More now	About the same	Less now	Not applicable
Interest in working with older students....	1	2	3	4
Interest in working with students who are studying independently....................	1	2	3	4
Skepticism about the credibility of programs such as this one..................	1	2	3	4
Interest in nontraditional modes of learning..................................	1	2	3	4
Concern about the amount of faculty and staff time necessary for the successful conduct of the program....................	1	2	3	4
Interest in new methods for teaching my discipline............................	1	2	3	4
Interest in preparing or helping to prepare materials for new program options or alternatives..........................	1	2	3	4
Interest in interdisciplinary work.........	1	2	3	4
Interest in working with forms of instructional media I haven't used before..	1	2	3	4
Skepticism about the interdisciplinary curriculum................................	1	2	3	4

* 32. At any time since you joined the IPCD staff, have you served as a consultant or informal resource person to other institutions interested in IPCD methods and its philosophy of education?

Yes............ 1
No............. 2

* 33. As a consequence of your participation in the IPCD, have you changed your usual style or method of instruction in other college or university courses which you teach?

Yes............................ 1
No *(SKIP TO 34)*............... 2
Not applicable *(SKIP TO 34)*... 3

a. If yes, how?____

* 34. Do you think the IPCD program is attracting many students away from traditional degree programs?

Yes....................1
No.....................2
Don't know.............3

* 35. FOR CMU FACULTY ONLY:

To your own knowledge, has the IPCD program affected the curricular offerings, the degree programs, or the faculty of other academic units at Central Michigan University in the following ways?

	Yes	No
Other academic units have altered their programs to accommodate the adult student	1	2
Other academic units have designed special degree programs using the methodology of the IPCD program	1	2
Other academic units have increased the number of independent study options they offer	1	2
Faculty members have been encouraged to participate in the IPCD program	1	2
Some faculty members have changed their teaching methods	1	2
Other academic units have introduced more interdisciplinary work into their curricula	1	2

36. FOR NON-CMU FACULTY ONLY:

To your own knowledge, have any academic units on your own campus considered initiating programs like those offered by the IPCD?

Yes.........1
No..........2

* 37. How long do you want to remain associated with the IPCD program?

As long as possible.....................1
5 years or more.........................2
No more than 3 to 5 years...............3
No more than 1 to 2 years...............4
I want to leave as soon as possible......5

a. What would be your reasons for leaving? ______________________

* 38. On a good day, how would you describe how you feel about your participation in the IPCD program?

Very enthusiastic...............1
Enthusiastic....................2
Not especially enthusiastic.....3

VI. PERSONAL DATA

* 39. What is your sex?

Female........................ 1
Male.......................... 2

* 40. What is your age?

18-24 years old............... 1
25-29 years old............... 2
30-34 years old............... 3
35-39 years old............... 4
40-49 years old............... 5
50-64 years old............... 6
65 or older................... 7

* 41. What is your academic rank?

Full professor................ 1
Associate professor........... 2
Assistant professor........... 3
Instructor.................... 4
Lecturer...................... 5
Nonacademic appointment....... 6
Other, please specify:
______________________ 7

* 42. What is the highest level of education you have attained?

Bachelor's degree................................ 3
Post baccalaureate work, no graduate degree...... 4
Master's degree.................................. 5
Post master's work, no doctorate................. 6
Professional degree (MD, JD, LLB)................ 7
PhD, EdD... 8
Other, please specify:___________________________ 9

* 43. In what field of study did you do your most advanced work?

____

* VII. COMMENTS

In the space provided below, we invite any comments on the IPCD degree program: advantages, disadvantages, changes you would like made. We would value your comments on any of the issues raised by questions in this survey instrument.

Thank you for your cooperation.

Appendix D

DEGREES OFFERED IN EXTENDED DEGREE PROGRAMS, JULY 1973 TO JULY 1974

SUNY COLLEGE AT BROCKPORT: BACHELOR OF ARTS IN LIBERAL STUDIES PROGRAM

Degree: Bachelor of Arts in Liberal Studies

UNIVERSITY OF CALIFORNIA SYSTEM: EXTENDED UNIVERSITY
(Each of the eight campuses with extended degree programs offers at least one of the degrees.)

Undergraduate degrees

- Bachelor of Arts
  - Community Studies
  - Human Services
  - Law and Society
  - Liberal Studies
  - Social Ecology

All BA degrees part time on the Davis campus

Graduate degrees

- Master of Administration
- Master of Architecture
- Master of Business Administration
- Master of Education (Reading)
- Master of Public Health
- Master of Arts
  - Social Ecology
  - Teaching (Spanish)
- Master of Science
  - Economics (Urban Economics)
  - Administration (Education
  - Electrical Engineering
  - Engineering
  - Nursing

Most master's degrees part time on the Davis campus

CALIFORNIA STATE UNIVERSITY AND COLLEGES SYSTEMS: EXTERNAL DEGREE PROGRAM

(Each of the eight campuses with extended degree programs offers at least one of the degrees.)

Undergraduate degrees

- Bachelor of Arts
  - Business Administration
  - Criminal Justice
  - Criminal Justice Administration
  - Humanities
  - Liberal Arts
  - Public Administration
  - Social Science
  - Social Welfare
- Bachelor of Science
  - Business
  - Criminal Justice Administration

Graduate degrees

- Master of Arts
  - Business Administration
  - Education--Early
    - Early Childhood Education
    - Special Education
  - Elementary Education
  - Humanistic Psychology
  - Public Administration

CENTRAL MICHIGAN UNIVERSITY: INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT

Undergraduate degrees

- Bachelor of Science and Bachelor of Arts
  - Business Management
  - Community Development
  - Community Leadership
  - Community Service
  - Health Care
  - Industrial Management
  - Management and Supervision
  - Marketing Management
  - Office Management
  - Public Administration
  - Recreation
- Bachelor of Individualized Studies

Graduate degrees

- Master of Arts
  - Business Management
  - Community Leadership
  - Community Service
  - Education
  - Finance
  - Guidance
  - Industrial Management
  - Management and Supervision
  - Personnel Management
  - Public Administration

COMMUNITY COLLEGE OF VERMONT

Degree: Associate of Arts
- Administrative Services
- General Studies
- Human Services

EMPIRE STATE COLLEGE

Degrees	
Associate of Arts Associate of Science Bachelor of Arts Bachelor of Science	Degrees offered in: The Arts; Business & Economics; Community & Social Services; Cultural Studies; Educational Studies; Historical Studies; Human Development; Science, Mathematics, and Technology; Social Theory, Social Structure, and Change.

FLORIDA INTERNATIONAL UNIVERSITY: EXTERNAL DEGREE PROGRAM

Degrees	
Bachelor of Arts	Degrees offered in: Humanities (English, Fine Arts, History, Modern Languages, Philosophy); Liberal Studies; Social Sciences (Labor and Manpower, Urban and Environmental Economics, Urban Politics, Urban Sociology).
Bachelor of Science	General Business; Health Science; Social Work; Urban Justice.

GODDARD COLLEGE: ADULT DEGREE PROGRAM

Degree: Bachelor of Arts

THE JOHNS HOPKINS UNIVERSITY: THE EVENING COLLEGE

Undergraduate degrees

Associate of Arts

Associate of Science
- Accounting
- General Business
- Management
- Civil Engineering
- Electrical Engineering
- Industrial Engineering
- Mechanical Engineering

Bachelor of Science
- Accounting
- Chemistry
- Education
- English and World Literature
- General Business
- History
- Liberal Studies
- Life Sciences
- Management
- Mathematics
- Nursing
- Physics
- Physical Sciences
- Political Science
- Psychology
- Social Science

Bachelor of Science in Engineering
- Civil Engineering
- Electrical Engineering
- Industrial Engineering
- Mechanical Engineering

Graduate degrees

Master of Administrative Science

Master of Education
- Education
- Arts and Sciences

Master of Liberal Arts

Master [illegible] Science
- Adul[illegible] Continuing Education
- Applied Physics
- Communicative Disorders
- Computer Science
- Educational Administration and Supervision
- Electrical Engineering
- Environmental Engineering
- Guidance and Counseling
- Management Science
- Numerical Science
- Physics
- Reading
- Space Technology
- Urban Planning

Certificate of Advanced Study
- Continuing Engineering Studies
- Education
- Liberal Arts

MIAMI-DADE COMMUNITY COLLEGE: LIFE LAB PROGRAM

Degree: Associate in Arts

MINNESOTA METROPOLITAN STATE COLLEGE

Degree: Bachelor of Arts in Urban Liberal Studies

NEW YORK: REGENTS EXTERNAL DEGREE PROGRAM

Degrees
- Associate in Arts
- Associate in Science
- Associate in Applied Science in Nursing
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Business Administration

NORTHERN COLORADO, UNIVERSITY OF: CENTER FOR SPECIAL AND ADVANCED PROGRAMS

Undergraduate degrees

- Bachelor of Science in Business Administration
- Bachelor of Arts in Social Science
  - Public Administration
  - Sociology
  - Urban and Regional Planning

Graduate degrees

- Master of Arts in Business (Management)
- Master of Arts in Counseling and Guidance
- Master of Arts in Curriculum and Instruction
- Master of Arts in Social Science
  - Public Administration
  - Sociology
  - Urban and Regional Planning

UNIVERSITY OF OKLAHOMA: BACHELOR OF LIBERAL STUDIES PROGRAM

Undergraduate degree

- Bachelor of Liberal Studies
  - Junior College option
  - Specialty options in:
    - Management Studies
    - Education Studies
    - Paralegal Studies (Fall, 1974)

Graduate degree

- Master of Liberal Studies (not included in case studies)

ROOSEVELT UNIVERSITY: BACHELOR OF GENERAL STUDIES PROGRAM

Degree: Bachelor of General Studies, with concentrations in:

- Anthropology
- Art
- Business Institutions
- Computer Sciences
- Education
- Engineering Science
- History
- Human Services
- Interior Design
- Jewish Studies
- Labor Education
- Languages
- Literature
- Medical Technology
- Music
- Philosophy
- Physics
- Physics Technology
- Political and Economic Institutions
- Public Administration
- Radiological Technology
- Urban Problems
- Youth Services

SYRACUSE UNIVERSITY: INDEPENDENT STUDY DEGREE PROGRAMS

Undergraduate degrees	*Graduate degrees*
Bachelor of Arts in Liberal Studies	Master of Arts in Illustration
Bachelor of Science in Business Administration	Master of Arts in Advertising Design
	(neither included in case studies)